Avila
COLLEGE

Find Your Pathway to Success

1998-99 CATALOG

Digitized by the Internet Archive
in 2016

https://archive.org/details/avilacollegecouravil_18

Correspondence

Persons wishing further information should write or telephone:

Office of Admissions
Avila College
11901 Wornall Road
Kansas City, Missouri 64145
(816) 942-8400, Ext. 2204
D-Admissions @Mail.Avila.edu

Visitors are welcome at the college. While it is advisable to make appointments in advance, the Office of Admissions will be happy to arrange a tour of the campus for visitors during the regular office hours which are 8:00 a.m. to 5:00 p.m., Monday through Friday.

This catalog is not to be construed as a contract. The college reserves the right to change fees, tuition, or other charges; add or delete courses; revise academic programs; or alter regulations and requirements as deemed necessary. Avila College offers both equal education and equal employment opportunities.

PRINTED WITH SOY INK

TABLE OF CONTENTS

Academic Calendar 4
General Information 5
- Introducing the College 6
- Mission Statement 6
- Purposes 6
- Value Statements 7
- History of Avila College 7
- Philosophy 8
- Campus Buildings 8
- Library 9
- Academic Computer Facilities 10
- Faculty 11
- Student Body 11
- Accreditation 11
- Membership 11
- Campus Policies 12

Campus Life 15
- Student Affairs 16
- Student Development Activities 19
- Student Policies 21

Admission/Expenses 23
- Admission 24
- Financial Regulations 31
- Financial Aid 38

Academic Information 43
- Academic Programs 44
- Academic Policies 52

Undergraduate Programs/Courses 61
- Core Curriculum 64
- Programs and Courses of Instruction 69

Graduate Programs 153
Administration/Faculty 171
Addresses for Accrediting Agencies 186
Index 187
Map 190

ACADEMIC CALENDAR 1998-99

Fall, 1998

Day/Evening Classes Begin	August 31
Labor Day Weekend	September 5 - September 7
Weekend Classes Begin	September 11
Avila Day	October 16
Thanksgiving	November 25 - November 27
Final Week	December 14 - December 17

Spring, 1999

Day/Evening Classes Begin	January 19
Weekend Classes Begin	January 22
Spring Break	March 8 - March 14
Easter Break	April 1 - April 4
Classes Start	April 5
Final Week	May 10 - May 13
Commencement	May 14 - May 15

GENERAL INFORMATION

Introducing Avila College

Avila College is a Catholic, four-year, co-educational college with liberal arts and professional programs. It is situated on 48 rolling acres in south Kansas City, Missouri. Avila College was founded in 1916 and is sponsored by the Sisters of St. Joseph of Carondelet.

From its modest beginnings, Avila has become a flourishing, comprehensive college offering a variety of degree programs. Founded as the College of St. Teresa, the college grew and expanded to a larger campus in 1963. It was at this time that the college name was changed to Avila to honor St. Teresa of Avila.

Avila College's commitment to excellence, to service of students and the community, to quality education of spirit, mind and body, and to growth of the whole person is deeply rooted in its Catholic heritage and in the lives and beliefs of the founding Sisters of St. Joseph.

Students, faculty and staff at Avila College provide a supportive, caring yet challenging environment in which students receive close personalized attention with a student-faculty ratio of 13:1.

A strong emphasis is placed on integrating the liberal arts into all programs so as to prepare students for a lifetime of personal fulfillment and career growth. Carefully-planned courses in the humanities, arts, natural and social sciences are designed to develop each student's ability to think critically, analyze written material and write and speak effectively. At Avila College, students acquire those skills necessary for success in a chosen career as well as preparation for graduate or professional studies.

Mission Statement of Avila College

Avila College is a value-based community of learning, Catholic, coeducational and sponsored by the Sisters of St. Joseph of Carondelet. In a climate respecting the worth and dignity of each individual, the college provides liberal arts, professional undergraduate and graduate education for students' responsible life-long contributions to the contemporary world. *(adopted 1986-87)*

Purposes of Avila College

- Pursue academic excellence by providing an educational experience rooted in the Catholic tradition and in the spirit of the Sisters of St. Joseph, both of which emphasize collaboration, examination of social justice issues, responsiveness to needs of others, and respect for the worth and dignity of each individual.
- Offer liberal arts and professional undergraduate and graduate programs grounded in scholarship with well defined educational outcomes which emphasize communication and thinking skills, knowledge, and personal, social and spiritual development of each student.
- Strive for excellence through responsiveness to on-going assessment, evaluation, and self-reflection.

- Promote student learning by emphasizing teaching-learning strategies which actively engage the student in the learning process.
- Foster development of the whole person for life-long learning and service to the contemporary world through curricular and co-curricular programs.
- Serve a community of learners – primarily from the midwest – with diverse backgrounds and needs by providing a variety of educational formats.
- Address the broader educational needs of the greater Kansas City area by exploring, initiating, and supporting partnerships within the community. *(adopted 1996)*

Value Statements of Avila College

The Avila Community Values . . .

- Excellence in teaching and learning
- The Catholic identity of the college
- The sponsorship and contributions of the Sisters of St. Joseph
- The worth, dignity and potential of each human being
- Diversity and its expression
- Commitment to the continual growth of the whole person
- Interaction with and service to others
  (adopted 1988)

History of Avila College

The Sisters of St. Joseph were founded in LePuy, France, in 1650 to serve their neighbors by responding to the needs of society. In 1836, six Sisters arrived in America and traveled up the Mississippi to St. Louis, Missouri, and settled in a small town south of the city known as Carondelet. These women established several schools and were soon known as the Sisters of St. Joseph of Carondelet.

In 1866, five Sisters came to Kansas City and opened the first private high school for young women, St. Teresa's Academy. In 1916, the academy administration chartered the first private college for women in Kansas City, the St. Teresa College, and offered a two-year program leading to an Associate of Arts Degree. Fifteen years later, St. Joseph's Hospital School of Nursing became affiliated with the college and nursing students were enrolled in basic science and humanities courses.

In 1940, the college was expanded to a four-year liberal arts college with professional programs in nursing, education and business. It was fully accredited by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools in 1946 and was called the College of St. Teresa.

The college established Kansas City's first baccalaureate degree program in nursing in 1948 and was accredited by the National League for Nursing in 1966. Additional programs in allied health, social work, and special education were developed to complement strong programs in the liberal arts.

The growth of the college resulted in a move to its present campus in 1963, which is located in suburban South Kansas City, three miles from Interstate 435. Seeking to serve a diverse population, the college became coeducational in 1969, established graduate programs in business, education and psychology in 1978 and began Kansas City's first Weekend College in 1984.

Since its founding in 1916, Avila College has been committed to excellence in teaching and learning in an environment that respects the uniqueness of each person and stresses responsible service to others.

Philosophy of Avila College

Avila College, sponsored by the Sisters of St. Joseph of Carondelet, is an academic community dedicated to education in the liberal arts and the professional areas.

Avila is a Catholic college that seeks to foster the intellectual, spiritual and social growth of its members. The college community includes men and women with a diversity of religious convictions.

The administration, faculty, staff and students work together to create an environment wherein the quality of Christian hope permeates and enlivens an objective search for truth.

Avila students are encouraged to develop values which enable them to grow in freedom and responsibility as they respond to contemporary, social and moral issues.

The Avila community provides an atmosphere of faith and support in which members may gain insight into themselves, their relationship with God, and their place of service in the world community.

Avila College Campus

Avila College is just minutes off an interstate highway network and is convenient to Kansas City's many attractions. Its ten buildings are situated on 48 acres in suburban South Kansas City and include residence halls; a fieldhouse; a sports complex for baseball, softball and soccer; the library; theater; chapel and classroom facilities.

Campus Buildings/Centers

Blasco Hall (1963)
Administrative Offices, Admissions, Student Resource Center.

O'Rielly Hall (1963)
Primary academic building with science laboratories, computer laboratories, lecture hall and classrooms.

Carondelet Hall (1965)
Residence Hall.

Marian Center (1965)
Student Center with cafeteria, snack bar, lounges, student government offices and bookstore.

Foyle Hall (1967)
Residence Hall for the Sisters of St. Joseph. Also, houses the **Orscheln Memorial Chapel.**

Ridgway Hall (1970)
Residence Hall

Hodes Education Center (1973)
Houses the Education and Psychology Departments, classrooms, Education Curriculum Library, the Child Care Center and the Montessori classrooms.

Goppert Theater/Borserine Nurse Education Center (1974)
Theater with thrust stage and seating capacity of 500, the McKeon Performance Studio and Music rooms. Borserine Center houses offices, classrooms, lounges and learning laboratory for nursing students and faculty.

Hooley-Bundschu Library (1978)
Library houses 70,000 volumes and a learning center.

Whitfield Center (1978)
Houses the Business Department, the Avila Advantage program, classrooms, the Whitfield Conference Center and the Thornhill Art Gallery.

Mabee Fieldhouse (1980)
Contains the gymnasium, equipment and locker rooms for both men and women, weight room and athletic offices.

Thomas R. Zarda Family Athletic Complex (1991)
Multipurpose outdoor athletic complex for softball, baseball and soccer.

Dallavis Center (1992)
Classrooms, the Communication Center including a TV studio with audio and video editing facilities, and the Art Center with studios and a photography laboratory.

Library

The Hooley-Bundschu Library is the information resource center for the campus. It houses a collection of over 70,000 books, a current subscription list of 500 periodicals and newspapers, videotapes, CD-ROMs, and the entire ERIC collection on microfiche. Library computers give students access to Internet and the campus-wide network. The card catalog is automated. The Library subscribes to the on-line search services DIALOG and WESTLAW as well as providing student access to the bibliographic databases FirstSearch, InfoTrac and ERIC. In addition the Library also provides access to full-text databases EBSCOhost, InfoTrac Business ASAP, Contemporary Women's Issues, DISCovering Authors and *The New York Times*. The MOHELA lab, which is open to the public, is a grant-funded resource of financial aid, educational and career information. A children's literature collection, study

rooms and an audio-visual center are available for faculty and student use. In addition, the library houses a computer lab with IBM compatible microcomputers, some of which are connected to the campus network and provide e-mail and Internet access. Macintosh computers are also available. The library is designed to provide an environment conducive to learning and research in an age that merges written and electronic media.

Academic Computer Facilities

Avila College has three computer labs and a computer reference room. The library has five computers connected to the academic file server. The file server stores the application software which consists of Microsoft Office, Microsoft Works, WordPerfect, and many applications for specific classes. There are also six Macintosh computers and four PCs available to students in the library. The library houses interactive video systems and a variety of software packages directed toward nursing education.

The following labs are housed in O'Rielly:

The Macintosh lab consists of 12 PowerMac 7600 computers. All computers are equipped with 15" Multiscan color monitors, 1.2 gig hard drives and 4X CD-ROMs. Software available consists of Microsoft Office, Microsoft Works, Photoshop, Illustrator, QuarkXPress, and several other specialty packages. The lab is also equipped with a Hewlett Packard 5M Laserprinter.

A NOVELL network consisting of 18 desktop computers is also available. This lab is equipped with Pentium-100 computers each having a hard drive and SVGA color monitors. Each computer is capable of running Windows 95 software including Microsoft Office, Microsoft Works, and many other applications. The lab is equipped with a Hewlett Packard 5M Laserprinter.

The reference room consists of four multimedia computers and six Macintosh computers. The multimedia computers are equipped with laserdisk players and CD-ROMs. One Macintosh and one PC are equipped with full-page color scanners.

Faculty

The Avila College faculty is made up of 83 full-time equivalent professors. Seventy-two percent of the full-time faculty hold Ph.D. degrees or terminal degrees in their field and teach introductory as well as advanced courses. Avila's adjunct faculty are practitioners chosen for their ability to teach in specialized areas.

The faculty is committed to excellence in teaching. Research and publication are also valued especially when collaboration of students and faculty is involved. The Avila College faculty is dedicated to life-long learning, professional growth and excellence in the classroom.

Student Body

Avila College's 1,400 students come from the Kansas City Metropolitan area as well as 14 states and 13 countries. They range in age from 17 to 92. Some reside on campus and others commute to classes. Over 80% of the full-time students receive some type of financial

aid. Avila College students major in one of 33 undergraduate and 3 graduate programs doing clinical work or internships in numerous agencies and businesses throughout the metropolitan area.

Accreditation

Avila College is accredited by

Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools
30 North LaSalle St., Suite 2400
Chicago, Illinois 60602-2504
(800) 621-7440 • Fax (312) 263-7462 • Internet: info@ncacihe.org

Avila College programs are also accredited by*

Joint Review Committee on Education in Radiologic Technology
National Accrediting Agency for Clinical Laboratory Sciences
Council on Social Work Education
Missouri State Board of Nursing
Missouri State Department of Elementary and Secondary Education
National League for Nursing Accrediting Commission

The Paralegal Program is approved by the American Bar Association.

Addresses for accrediting agencies on pg. 186.

Membership

American Association of Colleges of Nursing
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Paralegal Educators
Association of American Colleges and Universities
Association for Gerontology in Higher Education
Association of Catholic Colleges and Universities
Association of College and University Housing Officials
Association of College Unions-International
Association of Departments of English
Association of Governing Boards of Universities and Colleges
Campus Ministers of the Diocese of Kansas City-St. Joseph, Missouri
Catholic Campus Ministry Association
Collegiate Nurse Educators
Council of Independent Colleges
Council on Social Work Education
Council for Advancement and Support of Education
Kansas City Association of Legal Assistants
Mathematical Association of America
Missouri Academy of Science
Missouri Association of Administrators of Baccalaureate and Higher Degree Programs in Nursing
Missouri Association of College Admissions Counselors
Missouri Association of Collegiate Registrars and Admissions Officers
Missouri Association of Schools and Departments of Music

Missouri Association of Theater
Missouri Catholic Campus Ministers Association
Missouri College Fund
Missouri College Personnel Association
Montessori Institute of America
National Association of Campus Activities
National Association of College Admissions Counselors
National Association of College and University Business Offices
National Association of Foreign Student Advisors
National Association of Intercollegiate Athletics
National Association of Student Financial Aid Administrators
National Association of Student Personnel Administrators
National League for Nursing
National Orientation Directors' Association
National Women's Studies Association
Sisters of St. Joseph College Consortium
Speech and Theater Association of Missouri

Campus Policies

Non-Discriminatory Policy

Avila College is an Equal Opportunity and Affirmative Action Employer and is committed to achieving and maintaining equal opportunity in employment and personnel actions and procedures including but not limited to recruitment, hiring, training, transfer, promotion, compensation and services.

Further, Avila College is committed to non-discrimination and equal opportunity to its students including but not limited to recruitment, admissions, financial aid, educational policies, placement services, housing, athletics, sponsorship and conduct of co-curricular activities and other college administered programs and services.

These policies for students, faculty and staff are to be administered without regard to sex, race, religion, age, color, sexual orientation, disability or national origin.

Responsibility for implementation of these policies is assigned to all administrative personnel and department heads. The Affirmative Action Coordinator is responsible for monitoring said policies and shall report progress, problems and concerns to the President.

Procedures for filing complaints and seeking their resolution are available from the Affirmative Action Coordinator.

Any concerns regarding discrimination on the basis of sex or disability should be addressed to Valorie Gross, the college coordinator of Section 504 of the Rehabilitation Act of 1973 Title IX, in the Business Office, Blasco Hall, 942-8400, Extension 2218.

Sexual Harassment Policy

It is the policy of Avila College, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, that sexual harassment of students and employees at Avila College is unacceptable conduct and will not be tolerated.

All forms of sexual harassment shall be corrected early and firmly. To implement and promote this policy, Avila College has established both *informal* and *formal* grievance procedures for handling complaints involving sexual harassment. Any member of the college community who believes that he/she is or has been sexually harassed should contact either the office of the Vice President and Dean for Student Affairs, the Vice President and Dean for Academic Affairs or the College Affirmative Action Coordinator for further information on complaint procedures or for assistance in making a complaint.

Substance Abuse

Avila College is committed to helping all members of the college community to make responsible decisions in all areas of their lives. As a part of this commitment, Avila College recognizes the need to supply accurate information on the consequences of the use and abuse of substances, legal and illegal, to students, faculty and staff. Therefore, the college has established a process by which members of the Avila community who are abusing substances can be identified. As an aid in developing a mature and responsible outlook, programs through which identified abusers can be assisted in dealing with dependence have been established.

Right to Know and Campus Security Act

Avila College is in compliance with the "Student Right to Know and Campus Crime Security Act of 1990". Statistics regarding the graduation rate of all full-time students as well as the graduation rate of student athletes will be available to the public as of July 1, 1993. Effective September 1, 1992, all current and/or prospective students and employees may request a copy of the "Annual Report on Campus Crime and Arrest Statistics".

Information Technology Usage Policy

Avila College is committed to the ideal of honesty and respect for both real and intellectual property of other persons. All users of the College computer facilities must agree to use the facilities legally, ethically, and in keeping with their intended use. Each employee will be reminded at their training session for access to the campus network, that by signing their employment agreement and using the network and equipment thereon, they agree to abide by the computer policies noted in the Avila Faculty/Staff Handbook. Students will likewise be reminded that by taking the training and using the network and equipment thereon, they are agreeing to abide by the computer policies noted in the Avila Student Handbook.

CAMPUS LIFE

Student Affairs

Student Involvement

Life outside the Avila classroom can be as rewarding as the environment inside the classroom. The academic experience is enhanced through a variety of offices, programs and services. The Student Affairs staff coordinates opportunities for personal, intellectual, physical, social and spiritual growth. Combined, these opportunities promote a successful college experience.

Residence Life

The residence halls offer a living and learning community unique to the college lifestyle. Each hall is staffed with professionals and students who are able to provide services, and serve as a resource to residential students. The Avila residence halls are designed to house approximately 220 students. Each residence hall is fully air-conditioned, and has community lounges, study areas, kitchenettes, computer labs, and laundry facilities.

College Skills

Through the College Skills program, students may access services designed to help them master the art of being successful students. They may register for an elective credit class, Strategies for Academic Success, or attend informal tutorials with the Coordinator of College Skills, or peer tutors. Tutorial topics may vary from math skills to study skills, reading, and time management. Writing topics include prewriting, organizing, drafting, revising and editing. Individual appointments are available upon request.

Personal Counseling

Clinical Counseling Services are available through the Student Resource Center in lower Blasco. This service offers confidential clinical counseling free of charge to assist students in making the most of their educational opportunities and enhance the quality of their lives. The Clinical Counselor is a licensed mental health professional trained to address personal, emotional and academic issues. The counselor is able to provide short-term counseling (multiple series of one to six sessions) throughout the student's college career. The counselor is also available for assessment and referral to appropriate community resources.

Career Services

Located in the Student Resource Center in Lower Blasco, the Career Services office offers students a variety of practical resources. Computer-assisted career exploration software, job vacancy postings and bulletins, an employer database, a library of career and job search related books, interest inventories, a career newsletter, videos, access to career information available on Internet web sites, graduate school information, GRE or GMAT software, files of self-help sheets, and employer files are among the free services available to all Avila students. While drop-ins are welcome, students seeking individual career counseling or per-

sonal assistance with resumes, cover letters, networking and job search strategies are encouraged to schedule an appointment in advance. Students requiring a resume can team up with our coordinator to prepare a camera-ready copy of their resume, free of charge, for internships, scholarships, graduate school or employment applications. Also available are the annual Employer Fair and Interview Day programs co-sponsored by our Career Services office and ten other Kansas City area colleges and universities.

Intensive Language and Culture Program (ILCP)

The Intensive Language and Culture Program is designed to prepare international students to study at a college or university in the United States. Students study twenty hours of English per week, which includes five hours in each language area: Speaking and Listening, Reading and Vocabulary, Grammar (Structure), and Writing (Composition). The program features three levels of instruction. Class size is usually ten students or fewer to ensure personalized attention. Additional English practice is available through one-on-one instruction by faculty and tutors. Students may register for ESL classes and courses in their major during the same semester. Up to seven credits of non-ESL classes in their chosen major may be taken, usually in areas such as accounting, computers, mathematics, and the arts. Upon successful completion of the ESL program, students may study for a degree full-time. The ESL program offers listening tapes and computer-assisted learning which gives students the opportunity to spend as much time as they like in learning English at their own speed. Through a cultural adaptation class, students learn about American customs and idioms, banking, shopping, telephone use, and local transportation. The culture class offers the opportunity to experience American society through trips to cultural events, entertainment and sight-seeing spots, and shopping. For further details, contact the ILCP Coordinator in the Student Resource Center.

Health and Child Services

Health and Child Services are located in lower Carondelet Hall, accessible through the tunnel from Marian Center. The nurse-directed health center is staffed by a registered nurse and offers free health services to students, including minor illness/injury assessment and treatment, referrals to health care agencies or providers, student health insurance information and health counseling either on an individual basis or through group programs.

Health Services is the primary campus contact for students applying for health insurance offered through the college, understanding insurance coverage, and if needed, submitting claims.

Information about the Child Care Center and Montessori School is also available from this office.

Child Care

The Child Care Center is available for the college community child care needs between the hours of 7:30 a.m. to 5:30 p.m., Monday through Friday, at an hourly fee. The center is designed for children, ages 2 1/2 (toilet-trained) through 6, to enjoy non-structured free play supervised by qualified staff and college student assistants. The center is not structured for

extended all day care; however, in conjunction with the Montessori School, full day needs can be met. The Child Care Center is located in Room 719, Hodes Education Center, and the days of service coincide with the academic calendar for both the fall and spring semester.

Montessori School

Avila Montessori School offers schooling, including kindergarten, for children ages 3 (toilet-trained) through 6. Several enrollment options, in both full-day and half-day sessions, are available between the hours of 9:00 a.m. to 3:00 p.m., Monday through Friday. The school is accredited through Montessori Institute of America (MIA) and is taught by certified Montessori teachers assisted by teacher aides. Avila's Child Care Center can provide extended before and after school child care. The Montessori School is located in Rooms 715 and 716, Hodes Education Center. The school's days of service closely coincide with the academic calendar for both the fall and spring semester.

FOR MORE INFORMATION OR TO ENROLL YOUR CHILD IN THE CHILD CARE CENTER OR THE MONTESSORI SCHOOL, CONTACT HEALTH AND CHILD SERVICES, 942-8400, EXT. 2268 OR 2276.

Campus Ministry

Campus Ministry views the development and exploration of spiritual values as an important part of the total experience of Avila. Services are for all members of the Avila community, regardless of religious preference. Students are invited to discover and develop their individual spirituality through a variety of programs: liturgical celebrations, music, volunteer services, retreats, peer ministry and more.

Bookstore

The campus bookstore operates to meet the needs for texts, supplies and many gift items. The bookstore also operates the Lost and Found Department for the campus.

Alumni Association

Through the Avila College Alumni Association men and women who have attended the college can maintain friendships and loyalties developed during their college years. Any former student who has completed twenty-four (24) semester hours of coursework at Avila is considered an alumnus/a. Through the association, alumni/ae promote the continued growth of the college and their own interest in higher education.

disAbled Student Services

Avila College welcomes students with physical or mental challenges who can be successful learners and contributors to the college community. To apply for accommodation in your learning environment, (curricular or co-curricular) please complete a Request for Accommodation Form, available from the Student Affairs Office or New Student Development

Office in Marian Center. The Vice President & Dean for Student Affairs welcomes questions, issues or concerns.

Student Development Activities

At Avila, academic life and student development activities are meant to join together to provide students with a well-rounded education. Our goal is to create leadership and involvement opportunities where students can enhance leadership skills and personal development.

Clubs and Organizations

There are numerous clubs and organizations which allow students to explore their interest, become involved in campus life, and have fun. All clubs are open to everyone. All campus activities are free to Avila students.

Publications

The Talon, the student newspaper, is published every three weeks during the academic school year excluding vacation periods. Students comprise the entire editorial, writing and production staff under the guidance of The Talon advisor. Previous newspaper experience is not required to serve on the staff, and participation is open to anyone interested in any aspect of newspaper production.

The Scop is Avila College's art and literary magazine. It is issued once a year at the end of spring semester. Students comprise the entire editorial staff, under the guidance of faculty advisors from both the Art and English departments. The magazine publishes the best prose, poetry, and artwork the college has to offer. Submissions to the magazine are open to all Avila students, faculty, and staff, and awards are offered for the best work in each genre.

Student Senate

All students admitted and enrolled for credit at Avila college are members of Avila College Student Government (ACSG). Eleven students, elected in the annual campus-wide election, comprise the Student Senate. ACSG assists the College in its commitment as an institution of higher learning with the following goals: to promote a campus-wide spirit of unity; to function as a means of communication between students, faculty, staff and administration; to help solve problems and to initiate, promote and supervise campus activities.

Fine Arts

A number of activities are available for students in conjunction with these Humanities areas: Art, Communication, Music, and Theater. Gallery exhibits, video and TV production, music recitals and theater productions offer students the opportunity to participate as artists, performers and technicians. The area coordinators have specific details about their programs.

Athletic Program

Intercollegiate Athletics

Avila's intercollegiate athletic program sponsors seven team sports: volleyball, men's and women's soccer, men's and women's basketball, softball and baseball. All students are welcome to try out for any of Avila's intercollegiate teams and can become involved in other roles such as serving as a student manager, trainer or coach.

Avila is a member of the National Association of Intercollegiate Athletics (NAIA) which administers athletics programs and championships in proper balance with the overall collegiate educational experience. The college is a member of the Midlands Collegiate Athletic Conference (MCAC) with Kansas Newman, Saint Mary (Leavenworth, KS), Bellevue, York Bartlesville Wesleyan, College of the Ozarks, and College of Saint Mary (Omaha, NE).

For further information regarding opportunities available, contact the Department of Athletics at ext. 2234.

Athletic and Recreational Facilities

Avila has outstanding athletic and recreational facilities available to students, faculty and staff. Outdoor facilities include the Thomas R. Zarda Family Athletic Complex which includes baseball, softball and soccer fields, tennis courts, and multipurpose field space. Indoor facilities at the Mabee Field House include basketball and volleyball courts, universal and free weight equipment, aerobic exercise equipment, indoor batting cage, and men's and women's locker rooms. Additionally, a dance studio is available in Lower Carondelet Hall.

Avila's athletic and recreational facilities are available to all students, faculty, and staff.

Wellness, Recreation and Intramural Programming

Wellness, recreation and intramurals offer programming for all members of the Avila community. The programming is designed to promote wellness and physical fitness and include forums, classes, informal activities, and intramural competition. Examples of activities include flag football, volleyball, golf lessons, aerobics classes, weight training and weekly intramural competitions.

Student Honors

The Avila Medal is an honor conferred by the president. The award is presented on qualifications of character, service and loyalty.

The Ariston Award is an honor conferred by the students on the outstanding senior.

Who's Who Among Students in American Universities and Colleges is a nationally recognized award conferred upon graduating seniors who have shown outstanding merit and accomplishment.

The St. Catherine's Medal is presented annually through Delta Epsilon Sigma to the sophomore woman who has the best record of progressive achievement for her class at the college.

The St. Thomas More Medal is presented annually by the Avila College faculty to the male sophomore student who has the best record of progressive achievement for his class at the college.

Academic departments and offices confer more than 20 awards for scholarship, leadership and contributions to the college. These are awarded annually at the Honors Convocation held on commencement day.

Student Policies

Membership in the Avila College community entails responsibilities as well as privileges. Acceptance and adherence to college policies and codes is necessary in order to maintain a sense of respect and belonging for all members.

Student Conduct

Avila is committed to the educational development of the total person and seeks to develop an environment that is conducive to academic endeavor, social, spiritual, personal and physical growth with individual self-discipline and responsibility. The individual who enters this community voluntarily assumes obligations of performance and behavior required by the institution, relevant to its purposes and functions. Disciplinary sanctions may be imposed by the College whenever student conduct interferes with the College's responsibility of ensuring the opportunity of the college to attain educational objectives, or its responsibilities of protecting the rights, health and safety of its members. (See student handbook for complete copy of the Code of Conduct.)

Motor Vehicles and Parking

Vehicles of resident students must be registered with the Assistant Dean for Student Affairs. No additional registration is necessary. Free parking is provided to all members of the college and their guests. Tickets shall be issued to vehicles parked in handicapped or No Parking areas.

Student Residence Requirement

The college believes in its responsibility to ensure that each new student is given maximum opportunity to succeed academically, developmentally and socially. This can best be accomplished through a total integration of the college environment and residence on campus. Therefore, all full-time single freshmen and sophomores under the age of 21 are required to live in college residence halls if they are not residing with parents. Contact the Student Affairs Office for further information or exceptions to this policy.

Personal Property Losses

The college is not responsible for the loss or damage to property owned by students or their guests, regardless of the cause.

Identification Cards

I.D. cards may be obtained in the Office of Student Life (full and part-time students) and the Business Office (part-time students only).

ADMISSIONS/EXPENSES

Admission

The admission procedures and policies of Avila are designed to assist in the selection of those students who can both profit from and contribute to the educational opportunities offered at the College. Any person wishing to enroll in one of the following categories of students MUST BE ADMITTED TO THE COLLEGE through the Admissions Office prior to initial registration:

Freshman Students
Transfer Students
International Students (Students on an F-1 Visa)
Re-Admit Students
Certification Students
    Teacher
    Legal Assistant
Non-Degree Students (Students wishing to enroll for more than nine (9) credit hours without seeking a specific degree)

Admissions decisions are made on a "rolling admissions" basis. Once a student completes an application for admission and submits all required application materials, the admissions staff evaluates the application for a decision. Admissions notification letters are sent out as soon as the decision is made. Financial Aid decisions and awards are made in the Spring for the following academic year.

Students are encouraged to complete their applications for admissions and financial aid as early as possible to maximize their opportunities for receiving financial aid awards.

To apply for financial aid, students must complete a FAFSA financial aid form for the academic year when they plan to enroll. When applying, students need to indicate Avila's **FAFSA code #002449** as the institution code for Avila College in section H of the FAFSA.

Procedures

Application Fee

There is **no application fee** for applying for undergraduate admission.

Application Instructions

Admission to Undergraduate Degree Programs

Academic Requirements

Graduation from an accredited secondary school or its equivalent (G.E.D.) is a prerequisite for admission. All applicants who have attended secondary school in the U.S. and who have

not previously undertaken college study must submit ACT or SAT college test scores. (In some cases, college test scores are not required for the first time freshmen who graduated from secondary school for more than one year).

Freshman Applicants

Freshman applicants are encouraged to submit their application for admission soon after completing their junior year of high school. The materials listed below must be submitted to the Director of Admissions before the student's application for admission can be evaluated.

1) *Application for Admission.* There is no application fee.

2) *Official Secondary School Transcripts* sent directly to Avila College. Freshman applicants may apply after completing six semesters of transcripted high school or secondary school work. Final transcripts indicating high school graduation need to be submitted to the Admissions Office before freshman classes start.

Recommended Course Work for Admission	Units
English	4
Math (Algebra or above)	3
Social Science	2-3
Natural Science	2-3
Foreign Language	2-4
Fine Arts	1-2
	16

For successful admission to the college, Avila strongly recommends that high school applicants complete 16 units chosen from the above areas. The suggested minimum and ranges are provided to assist students in choosing high school courses to prepare for college. Graduates from non-accredited high schools will be considered on an individual basis.

3) *ACT* (American College Test) or *SAT* (Scholastic Aptitude Test) *scores* are required of all freshman applicants who have attended secondary school in the U.S. and have not been out of school for more than one year.

Applicants may select either test; however, the ACT is preferred. If ACT or SAT scores are already printed on the student's official transcripts, a separate score report is not needed. To send ACT scores to Avila College, use Avila's ACT College **code 2278**. The ACT examination is given on the Avila campus. Contact the Student Resource Center for test applications or information.

Applicants who have graduated from high school more than one year before entering college need not take a college entrance examination.

G.E.D.

Applicants who have not completed high school may be considered for admission on the basis of the General Educational Development. For these applicants, an admission decision will be made based on the following required materials:

1) *Application for Admission.* There is no application fee.
2) *G.E.D. test score.*

Transfer Applicants

Transfer students are degree-seeking students who have previously enrolled in an accredited, post-secondary degree program after graduating from secondary school.

Transfer applicants must submit:

1) *Application for Admission.* There is no application fee.

2) *Official transcript(s) of all college-level work* completed.

3) *Official secondary school transcripts.* (This requirement is waived for students who have completed twenty-four (24) college credit hours and in some other transfer cases).

Re-Admit Students

Former students who have not attended during the previous two semesters will need to reapply for admission. They must submit:

1) *Application for Admission.* There is no application fee.

2) *Official transcript(s) of all college-level work* completed since their last Avila enrollment.

International Students

Admission for International Students

International students are applicants who are not U.S. Citizens or permanent residents. They must file all application materials for the degree program to which they are applying as well as the items listed below.

1) *Application for Admission.* There is no application fee.

2) *Official transcripts* from all secondary schools and universities attended. All transcripts not written in English must be accompanied by notarized English translations. All transcripts should include the following information:

- dates of attendance
- courses taken and grades received
- degree earned and date received

3) *TOEFL score report.* All international students must submit proof of proficiency in the English language by means of the TOEFL standardized testing or previous college course work. International students need to submit an official TOEFL score report. The minimum TOEFL score for admission to an undergraduate degree program is 550. The TOEFL college code for Avila College is **6109**. No TOEFL score is needed for the ESL program.

4) All admitted international students must submit a Statement of Finance. Proof of support may be a bank statement or other documents guaranteeing the student's ability to meet the costs of study in the U.S. If the funds belong to a parent or sponsor, the sponsor must also submit a letter of intent to sponsor the student's tuition and living expenses.

5) When an accepted international student has paid the $100 non-refundable tuition deposit and provided a Statement of Finance, the Admissions Office will issue an I-20 application for a non-immigrant student visa.

6) Upon arrival at Avila College, prior to enrolling in classes, all accepted international students must provide proof of health insurance coverage before they can complete their enrollment.

TOEFL and Intensive English Language Study

TOEFL is required as proof of English proficiency unless the student is a native speaker of English from a country whose main language is English. The TOEFL requirement is sometimes waived for students who have completed high school or at least one year of study at a university where all instruction was conducted in English.

Students who need further study of English before beginning a degree program can enroll at Avila College to study English as a Second Language (ESL).

ILCP and English Language Study at Avila

International students wishing to improve their English can apply directly to Avila's Intensive Language and Culture Program (ILCP) which offers five entry points per year. ILCP students can enroll in selected academic courses while they are studying ESL. International students can apply directly to the Intensive Language and Culture Program before applying for admission to a degree program. Please contact the Coordinator of the ILCP, for further information about the Intensive Language and Culture Program at: Tel. (816) 942-8400 ext. 2372. **FAX (816) 942-3362** or by e-mail at: InwardsBA@mail.Avila. edu.

Certification Students

Teacher Certification

The Education Department provides the opportunity for students who have previously earned a bachelor's degree from an accredited college or university to become eligible for a Missouri and/or Kansas teaching certificate by successfully completing a certification program. The teaching certification applicant must demonstrate the same competency requirements as those required for all education students. Consult the Education Student Handbook for specific requirements and procedures.

Required Materials:

Teacher Certification applicants must submit:

1) *Application for Admission.* There is no application fee.

2) *Official transcript(s) of all college-level work* completed. Final college transcript must indicate conferral of bachelor's degree.

Paralegal Certification Program

The Business Department provides a non-degree program for applicants who wish to be certified as a Paralegal. See page 110 of this catalog for requirements.

Required Materials:

Paralegal Certificate applicants must submit:

1) *Application for Admission.* There is no application fee.

2) *Official transcript(s) of all college-level work* completed.

3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours.

Non-Degree Students (beyond nine (9) credits at Avila College)

Avila College provides the opportunity for students who do not wish to seek a degree at Avila to continue study at Avila beyond the nine credit hour limit for Enrichment Students.

Required Materials:

1) *Application for Admission.* There is no application fee.

2) *Official transcript(s) of all college-level work* completed.

3) *Official secondary school transcripts* are required for students with fewer than twenty-four (24) credit hours.

Admission Status

Upon receiving the required application materials, the Office of Admissions will consider each student's application. Within two weeks of a decision, the college will notify the student of the applicant's status.

Regular Admission

The college considers several factors in admissions decisions. No single factor eliminates consideration or guarantees admission. In general, applicants are considered for regular admission based on the following:

Freshman Students (high school graduate or G.E.D. recipient with fewer than 24 hours of college work)

- High school grade point averages of 2.5 or above (4.0 scale)
- Recommended 16 units of college preparatory coursework as reflected in the high school transcript
- ACT score of 20 or above or equivalent SAT score
- Strong recommendations from high school counselors and/or teachers
- Student's self-statement which reflects motivation and commitment

Transfer Students (24 or more college credit hours)
- A cumulative grade point average of 2.0 or greater in college work attempted
- College transcript coursework indicative of success in future Avila coursework
- Student's self-statement which reflects motivation and commitment

Re-Admit Students (students returning to Avila after an absence of 2 or more semesters)
- In good standing with Avila
- Cumulative grade point average of 2.0 or greater in all college work attempted since leaving Avila

International Students
- TOEFL score of 550 or better
- Academic achievement equal to that required of all applicants

Provisional Admission

Applicants who do not meet the standard admission criteria (due to previous grades, SAT or ACT scores) but show promise for academic success, may be reviewed for admission as provisional students. Those students are referred to the admissions evaluation committee for further evaluation of their potential for successful college work. Students who are provisionally admitted may be required to participate in a college skills training program designed to develop academic and college organizational skills. These students may also be restricted in the number of credit hours for which they may enroll within their first semester.

Special Students

These students need not apply for admission to the College. The required materials listed under each category must be submitted to the Registrar's Office prior to enrollment each semester.

Enrichment Students

Students may take up to nine (9) credit hours without submitting official transcripts. They may at any time prior to completing the nine (9) credit hours apply for admission to the college as either degree-seeking or non-degree students.

Required Materials: None

Visiting Students

Students who are seeking a degree at another institution may take classes at Avila College.

Required Materials: Written permission from home institution

KCASE Exchange Students

Students of eligible institutions may take one course per semester (excluding summer sessions) without additional tuition charges at Avila College.

Required Materials: KCASE Registration Form signed by appropriate personnel of the home institution

Dual High School-College Enrollment Students

Juniors or Seniors in high school may enroll for freshman-level classes at Avila College.

Required Materials: Written permission from high school principal or counselor

Campus Visits

We encourage you to visit our campus during the academic year to speak with faculty and students and to observe classes. Throughout the year, we offer student-guided tours and one-on-one information sessions with an Admissions Counselor. An optional admissions interview is the best way to learn about specific programs. Please call ahead to sign up for a campus tour and interview.

Admission Information and Applications

For admission information and application materials, please contact the Admissions Office at Avila College, 11901 Wornall Road, Kansas City, MO 64145, or by e-mail at: Admissions@mail.Avila.edu. Or call the Admissions Office Tel. **1-800-GO-AVILA** or FAX (816) 942-3362.

Avila Advantage Program

The Avila Advantage Program is an accelerated adult degree completion program leading to a Bachelor of Science in Business Administration degree. The program is taught in five and eight week classes and provides students options of multiple start dates and a supportive adult learning environment. Applicants must have completed a minimum of 30 hours of transferable college credit and have a minimum of three years of work experience or be 23 years of age. For information or application materials contact the Avila Advantage Office at (816) 942-8400, Ext. 2280, Fax (816) 941-4650 or e-mail at: Advantage@mail.Avila.edu.

Graduate Students

Avila College offers three graduate degree programs: a Master of Business Administration; an M.S. in Counseling Psychology; and an M.S. in Education. Students interested in applying to the M.S. in Counseling Psychology or the M.S. in Education apply through the Admissions Office. For application materials or information contact the Admissions Office at Tel. **1-800-GO-AVILA** or (816) 942-8400 ext. 3500; FAX (816) 942-3362 or e-mail at: Admissions@mail.Avila.edu.

Students interested in applying to the MBA program apply directly through the Business Department. For application materials or information, contact the Business Department at Tel. (816) 942-8400 ext. 2321; FAX (816) 942-3362 or e-mail at: AckerWL@mail.Avila.edu.

Financial Regulations

The college year is divided into two semesters averaging 15 weeks each and a summer session. Full-time tuition does not include courses taken during the summer. Accounts must be paid in full before the beginning of each semester in order to complete registration. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the college directly or reimburse the student. Avila College accepts Mastercard, Visa or Novus Network (Discover) credit cards.

The Avila Guaranteed Tuition Program

This program allows full-time students to purchase an optional contract which will GUARANTEE that their tuition costs do not increase over a four-year period of full-time continuous undergraduate enrollment.

The one-time premium paid to secure the contract is a percentage of the full-time annual tuition the academic year the plan is taken. The premium is non-refundable but will be returned in part if the student does not save money through the GUARANTEE program.

For further information and details, contracts can be obtained from the Admissions, Financial Aid or the Dean of Students' Office.

Basic Expenses (1998-1999)

Full-time Students (12-18 hours)

Tuition per semester	$5,625.00
Student Center and Activity Fee per semester	50.00
Tuition per credit hour over 18 hours	245.00
Room and Board	
Double Room and Board per semester	2,300.00
Single Room and Board per semester (if available)	2,750.00
Room Reservation and Damage Deposit	50.00
Residence Hall Activity Fee per semester	NONE
Technology Fee per semester	30.00

Part-time Students (1-11 hours)

(Includes day, evening, Weekend Intensive and Saturday classes)

Tuition per credit hour	$245.00
Student Center and Activity Fee per credit hour	1.00
Technology Fee per credit hour	2.00

Avila Advantage Students

Tuition per credit hour	$247.00

Summer Students (1998)

Tuition per credit hour	
Undergraduate	$175.00
Graduate	295.00
Technology Fee	2.00

Graduate Students

Tuition for all Graduate day and evening classes per credit hour	$295.00
Student Center and Activity Fee per credit hour	1.00
Technology Fee per credit hour	2.00

Special Tuition

Audit per credit hour	$245.00
Continuing Education Courses per credit hour (except as listed in the class schedule; Graduate credit excluded)	$122.50

Students 55 Years and Older (excluding Avila Advantage credit)
-Verification of age required

Tuition - full-time (12-18 hours) per semester	$2,812.50
Technology Fee per semester	30.00
Student Activity Fee (full-time)	25.00
Tuition - Part-time (1-11 hours) per credit hour	122.50
Student Activity Fee per credit hour (part-time)	.50
Technology Fee per credit hour (part-time)	2.00
Lab Fees	All
Application Fee	NONE

For Lab Fees and Miscellaneous Fees see the Semester Class Schedule for specific fees.

Payments

Advanced Payments

Tuition Deposit

For those students entering in the fall semester, a $100 tuition deposit is due upon written notification of acceptance. This deposit is non-refundable after May 1. For those students entering in the spring semester, a $100 tuition deposit is due and is non-refundable after January 1.

Deposit will be credited to the student's account in the Business Office and deducted from the first semester's expenses.

Room Reservation and Damage Deposit

Rooms are reserved by written application to the Residence Life Office and payment of a $50 Room Reservation and Damage Deposit.

Payment of Accounts

All accounts must be paid in full by the payment due date announced in the class schedule or arrangements must be made to pay in installments through Avila's Deferred Payment Plan. Avila accepts Mastercard, Visa or Novus Network (Discover) credit cards.

Financial Aid and Loan Recipients

In order for financial aid awards to be applied to the student's account, aid must be accepted in writing and all aid papers must be signed in the Financial Aid Office.

If, at the time of registration, the loan proceeds (wire transfer or check) are not in the Business Office, the student will be responsible for any payment due. Perkins Loan recipients must sign the loan papers in the Business Office during the first week of classes. In the event there are other loans, such as Stafford, they may be signed according to the regulations noted under the catalog section Credit Balance Refunds. Loan proceeds must be applied to any balance due and any resulting credit balances will be refunded as noted under Credit Balance Refunds.

Please remember: Loans of any type MUST BE REPAID whether or not you graduate or are satisfied with the education you receive.

Deferred Payment

Through Avila's Deferred Payment Plan, the tuition and fees balance, after accepted financial aid is applied, may be paid in four equal installments throughout the semester. The first payment (25% of balance due which includes the plan fee) is payable approximately seventeen days prior to the date of the first class or at the time of registration with the balance payable in three equal installments during the semester. Agreement forms are available in the Business Office and must be signed. If the form is not returned, the enrollee, by making the first payment of the deferred payment plan, accepts all the conditions of the plan. A fee for the plan is charged, and, if payments are not made on or before the due dates, a late payment penalty is assessed. Charges and payment dates are listed in each semester class schedule. THE STUDENT'S RESPONSIBILITY FOR THE TOTAL CHARGES IS NOT CHANGED BY HAVING SOME PORTION OF THE PAYMENT DEFERRED.

Late Payment Penalties

Failure to make arrangements for any payment due on a campus account by the due date will result in one or more of the following actions:

a) late payment penalty
b) a hold on the student's record
c) cancellation of the student's registration

A student may be reinstated by paying a reinstatement fee; however, the original classes cannot be guaranteed.

REFUNDS

Tuition

In any instance of adding, dropping or withdrawing as noted below, the student must complete a Change of Program Form available in the Registrar's Office and must process and return the form to the Registrar's Office for the transaction to be complete. The date the form is returned to the Registrar is the date of the transaction. The time periods for the adjustments commence with the first day of classes according to the academic calendar and not the beginning date of the individual courses. Laboratory fees are not refundable. Tuition will be adjusted for full-time and part-time students in accordance with the student's classification as either a 'first-time student at Avila' or 'all other student' status. The following procedures will be used:

Full-Time Students

- Cancellation of Registration
  Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in the cancellation of all tuition and fees. A $100 fee will be charged. Cancellation of registration is a complete withdrawal from the college and no records will be kept. To cancel registration, a Change of Program Form available in the Registrar's Office must be processed and returned to the Registrar's Office during the first week of classes.

- Withdrawal from All Classes - FIRST-TIME AVILA STUDENT
  Tuition adjustment for the first time student at Avila executing a complete withdrawal from the college will follow Federal pro-rata refund procedures which provide for adjustments up through the first 60% of the term as calculated by weeks. After the 60% period there will be no reduction of the original charges and they are due and payable. The calculation is made using weeks remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10%. An administrative fee of $100 will also be charged.

Tuition adjustment for ALL OTHER STUDENTS executing a complete withdrawal from the college:

1 through 7 calendar days (The $100 withdrawal fee applies)	100%
8 through 14 calendar days	75%
15 through 21 calendar days	50%
22 through 28 calendar days	25%

After the twenty-eighth calendar day there will be no reduction of the original charges and they are due and payable.

- Change in Status from Full-Time to Part-Time
  Prior to the start of classes and the first seven calendar days of the semester, tuition will be re-assessed at the part-time rate. After seven calendar days there will be no tuition reduction and the original charges will be due and payable. The Change of Program Form must be processed and returned to the Registrar's Office during this seven day period.

Part-Time Students

- Cancellation of Registration
  Prior to the start of classes and the first seven calendar days of the semester, a cancellation of registration will result in the cancellation of tuition and fees. A withdrawal fee of $25 will be made. Cancellation of registration is a complete withdrawal from the college and no records will be kept. To cancel registration, a Change of Program Form available in the Registrar's Office must be processed and returned to the Registrar's Office during the first week of classes.

- Withdrawal from Classes - FIRST-TIME AVILA STUDENT
  Tuition adjustment for the first time student at Avila executing a complete withdrawal from the college will follow federal pro-rata refund procedures which provide for adjustments up through the first 60% of the term as calculated by weeks. After the 60% period there will be no reduction of the original charges and they are due and payable. The cal-

culation is made using weeks remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10%. An administrative fee of $25 will also be charged.

Tuition adjustment for ALL OTHER STUDENTS who withdraw from some or all classes:

1 through 7 calendar days (The $25 withdrawal fee applies.)	100%
8 through 14 calendar days	75%
15 through 21 calendar days	50%
22 through 28 calendar days	25%

After the twenty-eighth calendar day there will be no reduction of the original charges and they are due and payable.

If any tuition reduction results in an overpayment, the appropriate refund will be made following the Avila refund policies. Where federal financial aid or federally guaranteed monies are involved, the federal regulations relating to refunds will be integrated with the Avila policies. If any tuition reduction results in the students still owing Avila, it will be due and payable.

Students or parents who feel that their individual circumstances warrant an exception from the above stated refund policy may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted, and appropriate materials to support the request for the exception. The appeal and supporting materials should be sent to Dr. Esther Ray Mills, Associate Dean for Academic Affairs Avila College, 11901 Wornall Road, Kansas City, Missouri 64145. Once all appeal materials are complete in the Dean's Office, a decision will be made within 14 calendar days.

- **Weekend Classes**

See section on **Weekend Policies** for refund policy, pg. 46.

- **Avila Advantage Classes**

See section on **Avila Advantage Policies** for refund policy, pg. 47.

Non-Credit Students

- Refunds will be made according to the time frame for part-time students. There will be a $10 administrative fee.

Credit Balance Refunds

Credit balances may be requested at the Business Office any time after the second day of classes. In instances where credit balances are created by funds paid from outside sources (such as business, government and banks), the money must first be received by the college in order to issue a disbursement check to the student. An authorization to bill an outside source does not create a credit balance. Checks will be issued after the fourteenth day of classes, provided the request was received five to seven days prior to the refund date. Requests received after the second week of classes will be ready within seven days.

- For $300 or less, the entire amount will be refunded at one time.

- For any amount over $300, $300 will be refunded initially, and the remaining balance may be requested during the fifth week of the semester.

- STAFFORD LOAN RECIPIENTS (Subsidized and Unsubsidized)

  For first-year first-time undergraduate borrowers, regulations require that the College hold the loan proceeds (wire transfer or check) until thirty days have expired from the first day of classes. At that time, after class attendance and academic progress have been verified, loan proceeds may be endorsed by the student and any resulting credit balance checks will be ready no later than seven working days after the loan check is endorsed.

  For all other borrowers the college regulations will not permit credit balances generated by these loans to be returned until classes have begun and attendance has been verified. When the loan proceeds (wire transfer or check) are endorsed before classes begin or through the first seven days of classes, the credit balance check will not be ready until the fourteenth day of classes. If the loan proceeds are endorsed after the seventh day of classes, the credit balance check will take approximately seven working days to issue.

  Please remember: Loans of any type MUST BE REPAID whether or not you graduate or are satisfied with the education you receive.

Refund Appeal Policy

Students who feel their individual circumstances warrant an exception from the above stated refund policy may appeal in writing. The appeal should include a statement of the exception being requested, an explanation as to why an exception should be granted and appropriate materials to support the request for the exception. The appeal and supporting materials should be sent to Dr. Esther Ray Mills, Associate Dean for Academic Affairs, Avila College, 11901 Wornall Rd., Kansas City, MO 64145. Once all appeal materials are complete in the Dean's Office, a decision will be made within 14 calendar days.

Residence Hall Refunds

First-Time Avila Student

The first time student at Avila executing a complete withdrawal from the college will follow the Federal pro-rata refund procedures which provide for adjustments up through the first 60% of the term as calculated by weeks. After the 60% period there will be no reduction of the original charges and they are due and payable. The calculation is made using week remaining divided by the total number of weeks in the term and rounding the result downward to the nearest whole 10%. An administrative fee of $100 will also be charged.

All Other Avila Students

If termination has been granted, students withdrawing from the residence hall during the first seven calendar days of the semester will receive a full refund of the total room and board fees minus $100. From the eighth through fourteenth calendar days, students will receive a 75% refund of the total room and board fees; during the fifteenth through twenty-first calendar days, a 50% refund will be given. From the twenty-second through twenty-eighth cal-

endar days, a 25% refund will be given. After 28 calendar days, no refund will be given. Students dismissed from the halls for disciplinary reasons after the third week of class do not receive a refund.

The $50 Room Reservation and Damage Deposit may not fall below $25 while a student is in residence. The deposit will be forfeited if the student has not occupied the room by 5:00 p.m. on the first day of classes. The room will be considered vacant unless previous arrangements have been made.

After a student has properly checked out of the room, the $50 Room Reservation and Damage Deposit, less unpaid assessments, is refundable to the student under the following circumstances:

- Any new resident student who withdraws an application and who notifies the Residence Life Office in writing prior to June 7 for the first semester and November 15 for the second semester.
- Students withdrawing from college at the end of the fall semester who notify the Residence Life Office in writing by November 15 for the spring semester.
- Students who do not sign a new contract and whose contract period expires.
- Returning resident students who request cancellation of their contract during the summer and who notify the Residence Life Office by June 7.
- Residents who request in writing by November 15 and receive permission to terminate their residence hall contract in accordance with the residence hall termination policy.

Financial Report

The annual financial report is available upon request to the Office of the President.

Financial Aid

Avila College believes that every student should choose a college based on the academic quality of the institution, not the cost. Therefore, our goal is to use financial aid funds to make Avila College an affordable choice for any student.

Assistance With College Costs

Avila College encourages you to apply for financial assistance through the Financial Aid Office, located in Blasco Hall. You can reach us by phone (816-942-8400, extension 3600), e-mail (BUTLERCA@MAIL.AVILA.EDU), or by writing to us at the general College address. We can provide information on the application process for federal, state, and Avila monies, and answer your questions as they arise.

Avila College is strongly committed to a two-fold financial aid philosophy:

Equal Access: Avila provides financial aid funds to assist qualified students, who, without such assistance, would be unable to meet their college costs.

Recognition of Excellence: Avila offers significant additional institutional funds to recognize and encourage students who have superior academic records or demonstrate outstanding abilities.

Application for Financial Assistance

Since many of the monies available as financial assistance are limited, you should apply as soon as possible after January 1. Continuing students are guaranteed to receive all funds for which they qualify, if they have completed their financial aid file as outlined below by April 15. (Note: Residents of Missouri should keep in mind the April 1 FAFSA receipt date deadline for consideration for the Missouri Student Grant.)

If you're new to Avila . . .

- Apply for and be accepted for admission to the College.
- Complete the Free Application for Federal Student Aid (FAFSA), coding in Avila College (002449) in Section H.
- Sign and return within two weeks of receipt the financial aid award letter that will be sent to you with an estimate of the types and amounts of financial assistance available to you. (Note: Before May 1, if you need more than two weeks to consider the award, please call us for an extension.)
- Submit all documents requested with the financial aid award letter (example: copy of federal tax return for previous year). Your aid package cannot be finalized until your file is complete.

If you're a continuing student . . .

- Make satisfactory academic progress as outlined in the Financial Aid Satisfactory Academic Progress Policies notification included with your award letter each year.
- Complete a Renewal or Free Application for Federal Student Aid, coding in Avila College (002449) in Section H.
- By April 15, complete an Avila College Financial Data Sheet, an Institutional Verification Form (both available in the Financial Aid Office) and send them to us with a copy of your previous year federal tax return and that of your parent(s), if applicable.
- Sign and return your Financial Aid Award Letter within two weeks of receipt.
- Complete the Stafford Loan process, if applicable.

Please remember: Loans of any type MUST BE REPAID whether or not you graduate or are satisfied with the education you receive.

Types of Financial Assistance

Avila College Awards

All awards made from College funds are renewable as long as the student is enrolled full-time and meets the renewal criteria.

President's Scholarship is Avila's prestigious academic award which honors new full-time freshmen and transfer students who come to Avila with outstanding academic records. Specific awards and criteria follow. President's Scholarships are renewable as long as the recipient maintains a 3.0 cumulative G.P.A. and completes 30 credit hours (27 for the freshman year) per academic year.

Freshmen (with at least a 3.2 high school cumulative grade point average on a 4.0 scale)

ACT (or comparable SAT) Score	Award
21-22	$1,500
23-24	$3,000
25-26	$4,000
27+	$5,000
Freshman Missouri Bright Flight Scholars	$8,700

Transfer Students (with at least 24 credit hours)

Cum G.P.A.	Award
3.2-3.49	$1,000
3.5-3.69	$1,500
3.7+	$2,000

President's Scholarships are partially funded through endowed funds donated by generous friends of the College to honor the following individuals and groups:

Living and Memorial Endowed Scholarships

James F. Andrews
Dr. Dianne Yvonne Bell
Harvey E. Bergren
Henry W. Bloch
Melvin Brown
The Connor Family
Sister Olive Louise Dallavis
Joan Davis '74
Glen W. and Bernadette Flentie '65
Dorothea Shuford Gordon
Frank and Josephine Hudson
Ole C. and M. Virginia Jensen
Loretta J. Kelley '54
Twila Hegarty Kitchin '58
Vincent and Bertha Kurzweil Family
Ray A. and Rose M. Maher
Rose McElvain
Sister de La Salle McKeon
Virginia Murphy '32
Frances O'Connell
Sister Margaret Reinhart
Judge Albert A. Ridge
Celeste Ruzicka
Stanislaw and Mary Samborski
Catherine Skinner
Catherine McGee Soden
John J. Sullivan, Jr.
Jeanne Collins Thompson '54
William Volker
Ernest D. and Margaret M. Wilson
Lorene Soden Zahner

Juanita Bachofer
Mike Berbiglia
Louise Trim Bogart Bixby
Marion Bloch
Doris Byers
Elizabeth Debelak Curran
Edith and Harry Darby
Edmond and Aileen Michael Dillon
John William Gavin
Sister Felice Helmes
Ellen Huffman
Thomas K. Joyce '73
Vallie C. and William E. Kent
The Kramer and Finnerty Families
Sister Pachomia Lackey
Marjory Martin
Donald Bertram McGregor, D.D.S.
Joseph McLaren
Robert and Philomena Muntzel
Mary Margaret O'Sullivan '26
Margaret P. Reintjes '50
Paula and Ursula Ritts
Evelyn Nelson Ryan
Sister Rose Anthony Schmitt '36
Jerry Smith
Tillie Van Dyke Specht
Toni Lynn Tady
Edward A. Thornhill
Jo Ann Vowells '44
Katherine Worth

Jack and Edna Bear
Dr. Victor H. Bergmann
Margaret A. and James P. Blickhan
Edwin G. Boserine
Mary L. Clarkson
Louis A. and Olivia L. Dallavis
Catherine Davin
Gladys Seymour Fisk
Matty Pat Gilford '46
Carol A. Hill '80
Ruth Hulse
Dr. Pierre W. Keitges
Robert L. and Rosemary C. Kilker '60
B. K. Krenzer '44
Dr. H. Paul LeMaire
Jan Mathews '60
LaRaine McGuirk
Mary J. Miller
Frank J. and Mary E. O'Leary
James Pershing Regan
Ray and Nelli Lu Rice '40
Phyllis Ritts-Schroer '65
Lawrence W. and Kathryn L. Kent Saeger '37
Cecil Viola Scribner
Dr. L. George Smith
Adelee and Charles Stevenson
Rose Sarli Teicher
Roscoe and Velma Van Valkenburgh
Dr. Lena Wikramaratne
Henry E. Wurst

Endowed Scholarships from Organizations

Avila Art Guild
William Randolph Hearst Foundation
Union Pacific Foundation

Capital Cities Communications, Inc.
Sisters of St. Joseph of Carondelet

Forster/Powers Charitable Trust
Grant Thornton, C.P.A.

Scholarship Sponsors Awards honor currently-enrolled Avila students who have never received a President's Scholarship. Recipients are chosen by the Scholarship Sponsors and criteria for the award vary. Information about the Scholarship Sponsors Award application process is posted each Spring.

St. Teresa of Avila Awards are made to new full-time freshmen graduates of Catholic high schools, with additional funds for those who will live in campus housing.

Departmental Focus Grants in Art, Communication, and Pre-medicine recognize talent and potential for success in these fields. Up to $1,500 per year is awarded to students who are selected by departmental faculty.

Athletic Grants are available for the following sports: Women's Basketball, Soccer, Volleyball, and Softball; Men's Basketball, Soccer, and Baseball.

Performance Grants in Theater and Music are awarded to students who demonstrate exceptional talent in these areas, regardless of major.

Alumni Grants are awarded to dependents of Avila graduates who enroll full-time.

Family Grants are offered to two or more members of an immediate family, both or all of whom concurrently enroll full-time as Avila undergraduates.

Sisters of St. Joseph of Carondelet Grants and **Forster Powers Grants** offer additional assistance to students who demonstrate exceptional financial need.

Avila Grants/Residence Grants are need-based awards designed to assist qualified students who do not have sufficient family financial resources to meet college costs. Need-based residence grants are offered to these students who have chosen to live on campus.

Avila Work Program provides an employment opportunity for certain students who do not qualify for the federal work-study program.

State and Federal Programs

Missouri Higher Education Academic Scholarship ("Bright Flight")
Missouri Teacher Education Scholarship
Marguerite Ross Barnett Scholarship (for part-time students)

Federal Pell Grant
Federal Supplemental Educational Opportunity Grant
Missouri Student Grant

Federal Perkins Loan
Federal Stafford Loan (subsidized and unsubsidized)
Federal Parent Loan for Undergraduate Students (FPLUS)

Federal College Work-Study Program
Federal College Community Service Work-Study Program

Private Sources of Financial Assistance

Although monies available from private sources (foundations, clubs, agencies, etc.) are not offered directly through the College, you can find excellent free scholarship search services on the Internet. You may search on your own (try http://www.finaid.org) or make an appointment with a financial aid counselor who will assist you in our office.

Acceptance of a Financial Aid Award

Your financial aid award letter will list the types and amounts of financial assistance for which you qualify. Prior to March 15, you will have until April 1 to accept or reject each separate type of assistance on the letter. After March 15, you are asked to accept or reject the offered assistance within two weeks of receipt of the award letter. If you are a new student and need more time to consider the offer before May 1, you may call the Financial Aid Office to request an extension. If you do not return the letter or request an extension within this time period, the award may be canceled and the assistance offered to another student.

ACADEMIC INFORMATION

Academic Programs

The academic programs at Avila College are designed to provide a balance of liberal arts and professional education. Completion of the core requirements, major course work and electives lead to a baccalaureate degree. Through the graduate programs, students may earn one of three master's degrees. Classes may be taken day, evening or weekend. Special programs are available to all students and include the opportunity to enroll in a class at some of the area colleges/universities without charge, spend a semester at one of the ten colleges sponsored by the Sisters of St. Joseph, participate in an Avila Study/Enrichment Tour or study in Washington, D.C. through the Washington Center. Academic credit may also be earned by examination or submission of a portfolio. The academic programs at Avila College reflect our commitment to excellence in teaching and learning.

Undergraduate Degree Programs

Degree	Major
Bachelor of Arts (B.A.)	Art Communication English General Studies History Mathematics Music Natural Science Political Science Psychology Sociology Theater Theology
Bachelor of Science (B.S.)	Accounting Biology Chemistry Computer Science/Mathematics Elementary Education Medical Technology Middle School Education Paralegal Premedicine Radiologic Technology Respiratory Therapy Special Education
Bachelor of Science in Business Administration (B.S.B.A.)	Business Administration Finance General Management Information Science International Business Marketing

Bachelor of Science in Nursing (B.S.N.)	Nursing
Bachelor of Social Work (B.S.W.)	Social Work
Bachelor of Fine Arts (B.F.A.)	Theater

Certificate Programs
- Paralegal
- Gerontology (C.E.U. only)

Minors

Minors are offered in most major fields (see the appropriate catalog section for details) as well as in the following areas:
- Anthropology
- Computer Science
- Economics
- Secondary Education
  - Art
  - Business
  - English
  - Mathematics
  - Social Studies
  - Speech/Theater
  - Unified Science - Biology endorsement
  - Unified Science - Chemistry endorsement
  - Unified Music - Vocal/Choral
- Gerontology
- Graphic Design
- Philosophy
- Women's Studies

Graduate Degree Programs

Degree	Major
Master of Science (M.S.)	Education Counseling Psychology
Master of Business Administration (M.B.A.)	Business with a concentration in: Accounting Finance General Management Health Care Administration International Business Management Information Systems Marketing

Alternative Programming

Avila's Weekend Classes

Avila's Weekend classes are designed for students who find the weekend a convenient and attractive time for learning and study. It is designed to service students who, because of job and family responsibilities, find Saturday classes compatible with their lifestyles and goals.

Weekend Options

There are three options for weekend classes from which a student might choose:

1. **Weekend Intensive Classes:** classes meet one, two or three weekends on Fridays from 6:00 to 10:00 p.m. and on Saturdays from 8:30 a.m. to 5:00 p.m.

2. **Six-Week Classes:** These meet on Saturdays from 8:30 a.m. to 3:00 p.m. in one of two patterns: (a.) **Six consecutive Saturdays:** these run on consecutive Saturdays. One session begins approximately one week after the regular semester begins. A second session begins approximately mid-way through the regular semester. It is possible for a student to take courses in both of these sessions each semester. (b.) **Six alternating Saturdays:** these run every other week for the full semester. One session starts approximately one week after the regular session begins. A second session begins the next weekend. It is possible for a student to take courses in both of these sessions each semester.

Weekend Policies

1. Weekend Intensive Classes:

   a. The closing date for registration in a weekend intensive course is one week prior to the beginning of the course. Exceptions to this policy are at the discretion of the academic department.
   b. Weekend Intensive Withdrawal Policy:
      * Students may withdraw from a weekend intensive course that meets one weekend any time **prior to the beginning of the course**.
      * Students may withdraw from weekend intensive courses that meet on two or more weekends any time **prior to the second weekend of the course**.
      * Part-time students who withdraw from a weekend intensive course before the beginning of the course receive full tuition reimbursement.
      * Students who withdraw after the first weekend (for weekend classes of 2 or 3 credit hours) but before the second weekend of the course will receive 50% reimbursement for the course tuition.
      * Full-time students who withdraw from a weekend intensive course before the beginning of the course receive tuition reimbursement as stated in the college catalog.
   c. Weekend intensive courses require readings prior to the beginning of the class, and **STUDENTS ARE ORDINARILY TESTED ON THAT MATERIAL DURING THE FIRST EVENING OF CLASS**. Students should pick up a copy of the reading assignment in the Library.
   d. Students are required to attend all sessions of a weekend intensive course. Missing any part of the class may result in either reduction of the final grade or assignment of "F" as the final course grade. Students who cannot attend all sessions should not enroll in a weekend intensive course or should withdraw from the class.

2. Saturday (six-week) Classes:

a. Students taking any session of the six-week courses who intend to secure student loans must apply **BEFORE THE FULL SEMESTER BEGINS**. This applies even if students are only taking a second-session six-week course.
b. Students who withdraw from six-week classes are eligible for refunds under the following schedule:
   * complete refund if the withdrawal takes place before the start of the course.
   * 50% refund if the withdrawal takes place after the first meeting of the class.
   * no refund if the withdrawal takes place after the second meeting of the class.
   * students may withdraw from a six-week course with a grade of "W" up to and including the fourth meeting of the class.
c. Deferred payment plans are available only to students taking the **alternating** six-week courses. They are not available to students taking the **consecutive** six-week courses.

Avila Advantage Program

Format

The Avila Advantage Program is an accelerated adult degree completion program leading to a Bachelor of Science in Business Administration degree. The program is taught in five and eight week classes throughout a semester. Avila Advantage classes meet from 6:00-10:00 p.m., Monday through Thursday. Students may enter the program whenever a class starts. The format provides students options of multiple start dates and a supportive adult learning environment. Applicants must have completed a minimum of 30 hours of transferable college credit and have a minimum of three years of work experience or be 23 years of age.

Avila Advantage Policies

1. A voucher or letter of authorization from a student's company will allow the Business Office to directly bill a student's employer for the tuition due. An authorization to bill an outside source does not create a credit balance. Students are responsible for the total tuition and other miscellaneous charges even though a third party may pay the college directly or reimburse the student.

2. Deferred payment plans are available to Avila Advantage students enrolled in a full semester of Avila Advantage classes.

3. Avila Advantage students who register for at least six (6) semester hours may be eligible for financial aid consisting of deferred student loans. All aid applicants must be accepted for admission to the program before an award is made.

4. Financial aid, including loans, must be fully processed and loan checks or disbursing dates must be on record at registration time to be considered as reducing the balance due. If this is not the case, the student will be responsible for payment at the time of registration.

5. Students who withdraw from five or eight-week classes are eligible for refunds under the following schedule:

- complete refund if the withdrawal takes place before the start of the course.
- 90% refund if the withdrawal takes place after the first meeting of the class.

– 50% refund if the withdrawal takes place after the second meeting of the class and before the third meeting.

6. Students may withdraw from a 5-week course with a grade of W before the fourth meeting; students may withdraw from an 8-week course with a grade of W before the sixth class meeting.

Special Programs

Student Exchange Programs

The Sisters of St. Joseph College Consortium Student Exchange Program offers students the opportunity to enrich their educational experience at one or more of the 11 consortium institutions. For more information regarding eligibility, approval and deadline dates, contact the Registrar's Office.

The KCASE program allows students enrolled for at least 12 hours at Avila, with written permission of the advisor and the Registrar, to take one course per semester at most colleges which belong to the Kansas City Area Student Exchange (KCASE). There is no payment of additional tuition. Only lab or special course fees must be paid at the college where the course is taken. Some of the colleges have restrictions on courses and programs offered. This exchange program does not apply to summer sessions. For additional information and forms, see the Registrar.

The Washington Center

Students interested in the operations of the government and the private sector are encouraged to participate in a special program that is sponsored by Avila College in conjunction with the Washington Center, a nonprofit educational organization located in Washington, D.C. Students can do semester-long internships giving them practical, hands-on experience at a variety of institutions and agencies including the Congress, the Justice Department, the State Department and the National Endowment for the Humanities. Students can also participate in one, two or three week symposia/seminars on timely issues and topics facing the country.

Avila Study/Enrichment Tours

National and international tours are led by Avila Faculty throughout the academic year providing learning and travel experiences for students, alumni and friends of Avila. Persons may participate in these tours for academic credit. Tour schedules are available in the Office of the Academic Dean.

Dual High School-College Enrollment

Those high school students who have finished either their sophomore or junior year in high school qualify to take classes at Avila College as dual-enrollee students. No student who has graduated from high school qualifies as a dual-enrollee student.

The tuition rate for dual-enrollee students is one-half of regular tuition plus fees.

Registration as a dual-enrollee is on a space-available basis.

Non-Traditional Credit Options

Policy

Avila College recognizes that learning can take place in settings other than classrooms. Academic credit is granted for this type of knowledge provided that it meets Avila's criteria. The maximum number of hours accepted for all types of non-traditional credit, such as CLEP, experiential learning, correspondence, departmental challenge tests, etc., will not exceed 25% of the minimum hours specified for each degree program. This limit will not apply to programs which grant credit for structured learning from accredited programs in health care with demonstration of competency by registration/certification from a national accrediting agency.

Credits earned through transfer, life experience, correspondence, military service or College Level Examination Program (CLEP) do not count as part of the final 30 hours of consecutive resident credits required for a degree at Avila College. Persons wishing to earn non-traditional credit must be currently enrolled at Avila College.

Options

College Level Examination Program (CLEP)

Specific CLEP examinations are accepted by Avila College. A student should check with the Registrar before taking an examination to determine its acceptability. When students receive credit through Avila College, $20 per credit hour is charged for recording the credit. CLEP tests are not administered by Avila College. They must be taken at another site and the results sent to the College.

A student who has CLEP credit on another institution's transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila College Registrar. Credit will be granted for those courses with scores meeting the Avila criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.

Departmental Examinations

Departmental Examinations for credit are administered at the discretion of each Department and may be challenged as often as permitted by departmental policy. The college presumes that persons seeking such credit are sufficiently knowledgeable in the area to be tested to preclude any pretest tutorial service. Students interested in registering for departmental examinations should contact the specific department for further information. Forms and procedures are available in the Registrar's Office. The fee for departmental examination is 30% of the current part-time tuition per credit hour. At the time of application, a nonrefundable payment of one-half of the tuition to be charged for the credit to be earned by examination is due. Persons desiring credit by examination must be currently enrolled at Avila College.

Advanced Placement Credit

This credit is awarded to students who have earned satisfactory scores on Advanced Placement Examination of the College Entrance Examination Board during high school. To

receive credit, official scores must be sent to the Registrar. Additional information can be obtained from the Registrar.

International Baccalaureate Program

This program is a comprehensive and rigorous two-year curriculum, leading to examinations, for students aged between sixteen and nineteen. Students successfully completing all or parts of the program will receive the Diploma and/or Certificate from the International Baccalaureate Program. Students who earn the Diploma and/or Certificate must have an official transcript forwarded to the Registrar at Avila College. For information on credit granted through Avila College, students need to contact the Registrar.

Correspondence Credit

Nine semester hours of correspondence credit from accredited, degree-granting institutions will be accepted toward a degree.

Credit for Military Service

Military personnel and veterans will be granted credit for military service and college-level work completed in service schools according to the Avila Experiential Learning Policy. Six hours of Health and P.E. will be allowed at no cost to a student upon presentation of DD 214/295 showing the minimum of one (1) year of military service and honorable discharge. If a student wishes to apply for credit in addition to the six hours of Health and P.E., proper forms must be obtained from the Registrar's Office.

Credit for Experiential Learning

Avila provides academic credit for experiential learning which parallels department curricula. Students interested in applying for experiential learning credit should consult their advisors for detailed information. Procedures and forms can be obtained in the Academic Dean's Office. Upon approval, a grade of CR (Credit) and credit hours are assigned. The fee for experiential learning is 30% of current part-time tuition per credit hour.

Continuing Education

Enrollment for Continuing Education Units (CEU) is offered on a space-available basis in courses offered at Avila College. No academic credit is awarded for this Continuing Education option. Students taking courses on a continuing education basis are not required to meet the admission requirements of the college. A stipulation of the continuing education option is mandatory class attendance. The level of class participation for continuing education is determined by the individual instructor and covers such issues as expectations about assignments, readings and class discussions and activities. No grades are given to a student who is taking the class on a continuing education basis. A certificate from Avila College will be awarded to those who have met the continuing education requirements of the course. A record for the student is available through the National Registry for Continuing Education, a service of the American College Testing Program.

Enrollment in a lower-division course on the Continuing Education option requires the appropriate prerequisites but does not require departmental approval. Enrollment in an

upper-division course on the Continuing Education option must have the approval of the department offering the course. A signature from a departmental representative is required.

Enrollment in this option must take place at the regular registration times; payment must be made at that time.

Academic Policies

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila College is the one a student should follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under another catalog in existence during the student's attendance at Avila College. Forms to change a catalog are available in the Registrar's Office.

If a student does not attend Avila College for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Placement Examinations

Mathematics Placement

In order to ensure that students are registered for the most appropriate class, all students planning to register for MA 115 or 120 as their first mathematics course at Avila must qualify for placement in these courses. Placement will be approved by an academic advisor based on a student's recent (taken since January 1995) ACT composite score or a score on the Avila College Mathematics Placement Examination.

English Placement

Students who plan to enroll in a writing course may be placed in one of three courses (EN 95, EN 111, EN 112) according to their background. Placement will be approved by an academic advisor based on a student's ACT score in English Usage or a score on the Avila College English Placement Examination.

Foreign Language Placement

Students who plan to enroll in Spanish or French must take a language placement exam. These are computer administered examinations which may be taken during business hours in the Student Resource Center, Blasco Hall. Students are advised to reserve a time to take the examination by calling the secretary in the Student Resource Center, Ext. 2266.

Transfer of Credit

Avila College accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers.

Transfer Policies

- A cumulative "C" average (on a scale where 2.0 = C) is necessary for admission as a transfer student.
- Credits earned more than fifteen years ago will be accepted toward a degree but not toward major/minor requirements. In some instances, an exception to this rule may be made with written approval of the academic advisor, department chairperson and academic dean.
- Of the minimum 128 semester hours required for graduation, at least 64 semester credit hours must be from accredited four-year colleges. Only those courses designated by Avila College as college or university equivalent will be accepted for transfer credit. The final 30 semester hours must be consecutive resident credits at Avila College.
- Credits earned through transfer, experiential learning credit, military service or College Level Examination Program (CLEP) do not count as resident credits.
- Credit will be granted for work completed at a foreign institution based on a foreign transcript evaluation. All transcripts must be in English.
- A student who has CLEP credit on another institution's transcript and wants that credit transferred must request that an official copy of the test score(s) be sent to the Avila College Registrar. Credit will be granted for those courses with scores meeting the Avila College criteria for CLEP examinations. The student will not be charged any additional fees if CLEP is on a transcript from another accredited institution.
- Course work from unaccredited institutions that has been granted credit at another accredited institution will not be accepted as transfer credit at Avila College. Avila College accepts credit from institutions which are accredited by Middle States, North Central, New England, Northwest, Southern and Western Associations of Colleges and Schools. A student wanting credit for unaccredited coursework may apply through the Experiential Learning or Credit by Examination Programs.

Transfer Evaluation Fees

First evaluation: no charge. Second evaluation: $5. Third and additional evaluations: $10.

Student Load and Classification

A full-time undergraduate student carries from twelve to eighteen credit hours each semester. More than eighteen credits may be carried only with the written approval of the academic dean. A part-time undergraduate student carries from one to eleven credit hours.

Freshman	1 to 31 hours
Sophomore	32 to 63 hours
Junior	64 to 95 hours
Senior	96 hours

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about college policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately it is the student's responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed towards graduation.

Exceptions to Academic Policies

A student may request an exception to an academic policy or the degree requirements. An "Exception to Academic Regulations/Policies" form may be obtained from the Registrar's Office. The request must be completed by the student with recommendations from the academic advisor and the department chairperson. The form is submitted to the Academic Dean's Office. The Academic Dean or Associate Academic Dean makes the final decision.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

- During the first week of a 15-week course, including arranged classes;
- On the first day of class for 5-week, 6-week, 7-week and summer classes;
- Up to one week prior to the beginning of a Weekend Intensive course or an Avila Advantage course.

A late registration fee will be charged.

A student may not enroll in classes which meet simultaneously.

Permission to Attend Another College

A student in a degree program must have the written approval of the academic advisor and the Registrar to take courses at another college. This request may not be granted if the student is within thirty hours of a degree, if the course is available on campus, or if the student does not have a "C" average. Students not obtaining written permission prior to studying off campus may risk not receiving credit at Avila College. Permission forms may be obtained in the Registrar's Office.

Repeated Course Work

Once enrolled at Avila College, a student may repeat a course only twice regardless where the course is taken. If a student repeats or duplicates a course, the most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record, and credit is forfeited for all previous attempts.

The Registrar's Office cannot be responsible for notifying students of loss of credit by repeat course work until the student files an application for a degree. The student record is carefully checked at that time and repeats are reflected on the summary sheet sent to the student.

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of "F".

Academic Honesty

Avila College expects and requires academic honesty from all members of the college community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The college defines "cheating" to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The college defines "plagiarism" as taking ideas from another and passing them off as one's own. Included would be the practice of incorporating portions from a book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from someone and submitting it as one's own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an "F". Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the college.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registrar's Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of "F".

The fee for each change is $15. There is no fee for changes made as the result of classes cancelled by the college.

Credit Hours and Grading System

Grades	Points per credit hour
A = Superior	4
B = Above Average	3
C = Average	2
D = Below Average	1
F = Failing	0

W = Withdrawal without academic assessment prior to the eleventh week of classes. Note: For policy on weekend classes, see section on weekend classes.

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of "AU" is recorded on the transcript.

CR/NC = Credit/No Credit. A grade of CR, Credit, indicates that a student has successfully fulfilled all the requirements of a course. Courses outside the major/minor may be taken for the Credit/No Credit option with the written approval of the instructor and the major advisor. Forms for this grading option are available in the Registrar's Office. For semester-long courses, this option must be contracted with the instructor during the first week of the course. For a course that meets once, this grading option must be contracted prior to the beginning of the course. For a non-semester-long course that meets more than once, this grading option must be contracted prior to the second meeting of the course. Departments and programs may specify certain courses which may not be taken for this grading option. A department may require designated courses in the major to be graded Credit/No Credit. A student may choose up to 12 credit hours for this grading option excluding those hours designated by the department as Credit/No Credit.

I = Incomplete. Course work required for a grade must be completed within six weeks after the close of a session unless a different time is stipulated by the instructor; if not, the grade of Incomplete will be changed to an "F". All assigned incomplete grades must have a Contract for an Incomplete Grade Form completed and submitted by the instructor along with the final grade sheet. The Contract for an Incomplete Grade Form can be obtained in the Registrar's Office. The charge for changing an Incomplete Grade is $5 per Incomplete.

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of grade points by the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU, CR/NC and I. Transcript letter grades may be assigned with + or -, but grade points will reflect only a letter grade in the computation of the GPA. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

Grade Reports

Students with a "D" or "F" grade in any course at mid-semester will be notified.

At the end of each semester a copy of the student's grades is mailed to the student's permanent address.

Transcripts

Students who have satisfied all financial obligations to the College are entitled to a transcript of their academic record.

Due to the confidential nature of a student's record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Office of the Registrar.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for each transcript is $2, payable in advance.

Release of Student Information

Avila College is in compliance with the Family Education Rights and Privacy Act of 1974, as amended, with regard to release of student information and review of educational records. Avila does not release the address, telephone number, registration status or course schedule to anyone outside the college. Avila College will publish the name of a student in the following publications, whenever applicable: Commencement Program, Dean's List Honors Program, Hometown Newspaper, whenever an honor is received. If a student does not wish his/her name released, the student must contact the Registrar's office in writing and request that his/her name be omitted.

A student and/or the parents of dependent student may request to view educational records if the student has signed a release or the parent(s) can provide documentation of the dependency of the student. An appointment with the appropriate office must be made prior to the review of the record.

Probation and Dismissal

All students who have been officially admitted to the college must maintain a cumulative grade point average of 2.0. The Committee on Academic Progress reviews the academic status of students at the end of the fall and spring semesters.

A student who receives two or more grades of "F" or whose cumulative grade point average falls below 2.0 in any semester is placed on academic probation. Probationary students may be required to participate in a college skills program and/or may be limited in the number of hours in which they may enroll while on probation.

The Committee on Academic Progress may remove a student from probationary status when the student has completed at least 12 credit hours while on probation, has shown progress toward a degree and has raised the cumulative grade point average to at least 2.0. Failure to meet the conditions may result in dismissal from the college. The probationary period may be extended beyond 12 credit hours with the approval of the committee.

Dismissal from the college without a probationary period is possible if the student was admitted on a provisional status, has a cumulative grade point average below 1.6 or is classified as a senior.

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila College. Guidelines and Request Forms are available in the Office of the Academic Dean. The deadline for appealing grades is published in the course schedule.

Application for Degree

Students must file an application for degree with the Registrar's Office during the semester prior to their final semester at the college, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

Deadline dates for filing:
March for Summer degree candidates
April for December degree candidates
September for May degree candidates
(check the academic calendar listed in the class schedule for specific dates)

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registrar's Office.

After the degree application is filed with the Registrar's Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needing to be satisfied. Written notification of those requirements will be sent from the Registrar to the student and advisor.

Participation in Commencement

Students who have nine (9) or fewer credits to complete during the summer session may participate in the May Commencement exercises.

Academic Honors

Dean's List

Students are eligible for the Dean's list who have a course load of at least 12 hours carrying grade-points and a grade-point average of at least 3.5 on the 12 hours.

Honor Roll

Students are eligible for the Honor Roll who have a course load of 6-11 hours carrying grade points and a grade point average of at least 3.5 on these 6-11 hours.

Graduation Honors for Full-Time and Part-Time Students

- Summa cum laude = 3.900 cumulative grade-point average
- Magna cum laude = 3.700 cumulative grade-point average
- Cum laude = 3.500 cumulative grade-point average

Graduation honors are based on all work completed, including transfer work, before the semester during which degree requirements are fulfilled. Only those students who are earning their first baccalaureate degree are awarded graduation honors

Honor Societies

DELTA EPSILON SIGMA is a national scholastic honor society for students of Catholic colleges and universities.

KAPPA DELTA PI is an international honor society for students majoring in education.

KAPPA GAMMA PI is a national honor society for graduating seniors of Catholic colleges.

SIGMA TAU DELTA is an international honor society for students majoring or minoring in English.

SIGMA THETA TAU, Beta Lambda chapter, is a national honor society for nurses.

PSI CHI is a national honor society for students completing a major or minor in psychology.

Degree Requirements

General Requirements for a Bachelor's Degree

- Completion of at least 128 semester hours of academic work with a minimum grade point average of 2.0 (average grade of "C").
- Completion of FS 101 Freshman Seminar (Required of Freshmen entering Avila directly out of high school).
- Completion of the Core Curriculum as stated on the following pages.
- Completion of Communication Intensive Courses (Required of all Freshmen enrolling since Fall, 1993).
- Completion of a major of not fewer than 27 semester hours in one subject area including 21 semester hours in courses numbered 200 or above; a minimum grade of "C" in each upper-division course in the major.
- Completion of at least 12 upper-division hours in the major at the college.
- No more than 60 hours in one area may be counted toward the 128-hour requirement for a bachelor's degree. Exceptions to this limit may occur in specific degree programs. Any additional credit hours earned in a single subject beyond the designated limit will be counted as credits earned over and above the 128 required for the bachelor's degree.
- Completion of any additional course requirements specified by the major degree program.
- Successful completion of recital, exhibit, project, research paper, oral examination and/or any other department evaluation requirement.
- Completion of the final 30 hours at the college.

Double Major and Degree Conferred

When two majors are completed in different degree areas, (e.g., B.S., B.A.) the student must indicate from which area the degree will be conferred.

Second Degree

- Requirements for earning two degrees to be awarded simultaneously.
  - Completion of a minimum of thirty (30) semester hours at Avila College in addition to the hours required for the first baccalaureate degree.
  - Completion of both majors with at least 12 upper-division hours in each major taken at Avila College; a "C" grade is required in each upper-division course in the majors.
- Requirements for earning a second degree after having been awarded a baccalaureate degree.
  - Completion of a minimum of thirty (30) additional semester hours at Avila College after the awarding of the first baccalaureate degree.
  - Completion of a major with at least 12 upper-division hours in the major taken at Avila College; a "C" grade is required in each upper-division course in the major.
  - Completion of the core curriculum as stated earlier in this catalog.

Minor

At least 18 semester hours in a subject area are required for a minor. A minimum of 9 hours in the minor must be earned at Avila College with at least six (6) of these semester hours at Avila in courses numbered 301 or above. (Note: If the minor is in Biology or Chemistry, only four (4) of the 9 semester hours in the minor at Avila must be in courses numbered 301 or above. If the minor is in Natural Science, only three (3) of the 9 semester hours must be in courses numbered 301 or above.) A grade of "C" or better must be earned for all graded courses required for the minor.

Course Numbering System

091-099	Skills courses - these courses will not count toward total hours for graduation
101-199	Introductory courses
201-299	More advanced introductory courses; may have prerequisites
310-449	Upper-division courses open to all students
451-499	Upper-division courses open to majors/minors only
501-599	Pre-graduate courses
601-699	Graduate courses

Consecutive numbers separated by a comma, e.g., FR 111, 112, indicate a course sequence through the year.

The number in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II; summer session, S. Where frequency of course offering is not indicated, the course is given as required.

UNDERGRADUATE PROGRAMS/ COURSES

The Avila College Curriculum

An Avila College education prepares graduates for responsible life-long contributions to the contemporary world. The curriculum has well-defined outcomes and is designed to involve the student in the learning process. Through coursework and campus activities, the Avila student learns to communicate effectively, to employ higher level thinking skills, to acquire knowledge in the liberal arts and a field of specialization and to develop personally, spiritually and socially. To participate in an education that has both breadth and depth, all students complete a Core curriculum and a major curriculum. Each course of study is designed so that clearly identified objectives are built upon and reinforced.

COMMUNICATION SKILLS

In the Core and major curricula, certain courses are designated as Communication Intensive courses. These courses incorporate assignments, activities and assessment focused on developing skills in listening, reading, writing, public speaking and group process. Avila students are expected to complete a specific number of these Communication Intensive courses in addition to English Composition and Fundamentals of Communication with a grade of "C" or better.

Freshmen must complete English Composition and Fundamentals of Communication within the first thirty semester hours. To graduate, they must also complete five Communication Intensive (CI) courses. Of the five courses, one CI course must be a course in the Core curriculum, one must be a course in the major numbered 310 or above and one must be the capstone course in the major. At least two (2) CI courses must be completed by the end of sixty semester hours of credit.

Transfer students must complete the Writing and Communication requirements within the first thirty hours at Avila College. The number of Communication Intensive courses a transfer student must complete prior to graduation is determined by the number of transfer credits accepted by Avila College at the time of admission to the college.

- **Less than 32 transfer credits:** Same requirements as Freshmen
- **32-63 transfer credits:** Three CI courses including the capstone course in the major
- **64-95 transfer credits:** Two CI courses including the capstone course in the major
- **Greater than 95 transfer credits:** The capstone course in the major.

The course description in the catalog indicates if the course is a Communication Intensive course in the major and the capstone course in the major.

HIGHER LEVEL THINKING SKILLS

Throughout the curriculum, higher level thinking skills are addressed by focusing in each course on one or more of five modes of thinking. In this manner, students are provided multiple opportunities to practice and develop their critical thinking abilities within the context of various academic disciplines so that upon graduation they may be able to:

- identify a problem and using the steps involved in problem solving processes, develop viable solutions

- employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- make and evaluate decisions based on appropriate criteria and projected consequences
- generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- analyze one's own thinking processes, including how one's experiences, feelings, ideas and intuition affect thinking

MATHEMATICAL COMPETENCY

Avila graduates are required to demonstrate college-level competency in mathematics. To meet this requirement all students must complete their mathematics Core requirement within their first forty-eight (48) credit hours at Avila. Students who need to take Basic Algebra must complete this course in their first thirty (30) credit hours at Avila College.

FUNCTIONAL COMPUTER LITERACY

Avila graduates are also required to demonstrate a functional level of computer literacy which includes operation of a computer using a library of software programs, knowledge of the various social and ethical issues relating to computer use, and utilization of computers to problem-solve and to access current information technologies. The faculty in each academic major has determined the coursework to meet this requirement. These courses are listed in the description of course requirements for the major.

COLLEGE-WIDE EDUCATIONAL OUTCOMES

Personal, Spiritual, and Social Development Intended Learning Outcomes

The Avila graduate will be able to:

- Clarify and articulate a personal value system as a framework for ethical decision-making and behavior
- Cultivate and articulate one's aesthetic response
- Demonstrate self-motivation, intellectual curiosity and openness to differing perspectives
- Demonstrate sensitivity to socio-cultural diversity
- Address issues of social justice
- Take responsibility for one's own well-being
- Participate in group interaction to achieve an identified goal
- Demonstrate civic, social, and ecological responsibility

Communication Intended Learning Outcomes

The Avila graduate will be able to:

- Employ active listening techniques, including summarizing, paraphrasing, questioning, and nonverbal response
- Read a document and demonstrate an understanding of its written and quantitative content

- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills

Higher Level Thinking Intended Learning Outcomes

The Avila graduate will be able to:
- Identify a problem and using the steps involved in problem-solving processes, develop viable solutions
- Employ skeptical, evaluative and logical approaches in processing information and drawing conclusions
- Make and evaluate decisions based on appropriate criteria and projected consequences
- Generate new images, concepts, possibilities and/or interpretations and connect apparently disparate ideas
- Analyze one's own thinking processes, including how one's experiences, feelings, ideas, and intuition affect thinking

Knowledge Intended Learning Outcomes

The Avila graduate will have knowledge of:
- Mathematics as an art, a science and a language
- The common methods of representing numerical, statistical and symbolic relationships
- Arts, literature and language through experiential and intellectual understanding of their elements and principles
- Philosophers, theologians, writers, artists and other great thinkers and their influence upon the development of civilization
- Major ethical theories
- The Judeo-Christian tradition
- The theories which describe or explain individual and group behavior
- The key social problems facing the contemporary world
- Diverse political, social and economic systems
- The function, structure and interrelationships of the political, social and economic systems of the United States
- Western and non-Western experience in historical perspective
- Cultural diversity in the United States and throughout the world
- Physical, economic and social geography
- United States history
- The nature and limitations of science
- The physical laws of nature
- The atomic and molecular basis of all matter
- Concepts that characterize and govern living systems
- The structures and uses of information systems

AVILA COLLEGE CORE CURRICULUM

The Core curriculum is divided into four levels and is designed to be completed over the period of time needed to meet the requirements for the baccalaureate degree. Level I-Foundations provides the basic skills essential for effective participation in other classes as

well as the professional world. Level II-Heritage, the Contemporary World and Self addresses the breadth of knowledge expected of a liberal arts education. Level III-Application and Integration challenges the student to integrate prior knowledge and create new ideas through interdisciplinary coursework. Level III classes are open only to students who have completed Level I and fifteen hours of coursework in Level II. Level IV-The Educated Person in Society is the capstone course for the Core curriculum and provides students the opportunity to collaboratively address issues facing society now and in the future.

LEVEL I - FOUNDATIONS

Intended Learning Outcomes

- Employ active listening techniques
- Read a document and demonstrate an understanding of its written and quantitative content
- Make a clear, well-organized verbal presentation
- Write a clear, well-organized paper, using documentation and quantitative tools, when appropriate
- Use group process skills
- Know mathematics as an art, a science and a language
- Understand and use information systems

Coursework

CO 110 Fundamentals of Communication	(3 hr)
EN 111 or 112 English Composition	(3 hr)
Freshman Seminar (Freshmen only)	(1 hr)
Computer competency as determined by major	
MA 115 Finite Mathematics or	
MA 120 College Algebra or	
MA 210 Calculus	(3-5 hrs)
	TOTAL: 10-12 hrs.

LEVEL II - HERITAGE, THE CONTEMPORARY WORLD AND SELF

Intended Learning Outcomes: History

Knowledge of:

- Western and non-western experience from a historical perspective
- Physical, economic and social geography
- Cultural diversity in U.S. and world
- U.S. history

Coursework **(3 hr)**

- HI 111 World Civilizations I
- HI 112 World Civilizations II
- HI 121 The American Experience I
- HI 122 The American Experience II

Intended Learning Outcomes: Literature

Knowledge of:

- Cultural diversity in U.S. and world
- Western and non-western experience from a historical perspective
- U.S. history and literature

- Literature and language through experiential and intellectual understanding of elements and principles
- Writers and their influence on the development of civilization

Coursework **(3 hr)**

EN 261 Short Story
EN 263 The Novel
EN 271 African-American Literature
EN/WS 275 Women and Literature

Intended Learning Outcomes: Theology and Philosophy
Knowledge of:

- Major ethical theories
- The Judeo-Christian tradition
- Philosophers, theologians and other great thinkers and their influence on the development of civilization
- A personal value system as a framework for ethical decision making and behavior

Coursework **(9 hr in 2 areas)**

PL 111 Introduction to World Philosophies
PL 255 Ethics
TH 111 Introduction to Theology
TH 113 Intro to the New Testament
TH 117 World Religions
TH 225 Catholicism
TH 227 Jesus, The Christ
TH 233 U.S. Christian Heritage or
Level III Course in Theology/Philosophy

Intended Learning Outcomes: Art, Music, Theater
Knowledge of:

- The arts through experiential and intellectual understanding of their elements and principles
- Articulated responses to aesthetic experiences

Coursework **(3 hr)**

AR 110 Introduction to Art
AR 181 Survey of Art I
AR 183 Survey of Art II
MU 110 Music Appreciation
MU 281 Classical Gold (Romanticism)
TR 110 Theater Appreciation
TR 223 History and Literature of Theater

Intended Learning Outcomes: Natural Science
Knowledge of:

- The nature and limits of science
- Atomic and molecular basis of all matter
- Physical laws of nature or
- Concepts that characterize and govern living systems

Coursework **(4 hr)**

BI 110 Principles of Biology
BI 111 General Biology
CH 115 Molecules That Matter
CH 131 General Chemistry I
NS 221 Physical Geology
NS 231 Descriptive Meteorology
NS 250 Astronomy
PH 117 Physics Concepts
PH 232 General Physics II

Intended Learning Outcomes: Social institutions
Knowledge of:

- Diverse political, social and economic systems
- Function, structure and interrelationships of political, social and economic systems of the U.S.
- Ways to demonstrate civic responsibility

Coursework **(3 hr)**

BU 305 Legal Aspects of Business I
EC 201 Principles of Economics I
PS 120 American National Government
SO 101 Introduction to Sociology*

Intended Learning Outcomes: Self and Society
Knowledge of:

- Theories which describe or explain individual and group behavior
- Cultural diversity in U.S. and world
- Key social problems
- Ways to demonstrate social responsibility

Coursework **(3 hr)**

AN 122 Introduction to Cultural Anthropology
CO 212 Conflict Resolution
CO 225 Mass Media and Society
PY 101 Introduction to Psychology
PY/WS 312 Psychology of Women
SO 101 Introduction to Sociology*

*If Sociology is taken in one area, it may not be taken in the other area.

TOTAL 25-28 hrs.

LEVEL III - APPLICATIONS AND INTEGRATION

Interdisciplinary courses that cross disciplines from any two or more areas of the college and taught at the 310 level or above. They reflect the unique talents and interests of the faculty, use primary sources, address college outcomes and emphasize higher level thinking skills. Students may register for Level III courses only after completing Level I requirements and 15 credit hours of Level II. See Interdisciplinary Studies-IS.

TOTAL 6 hrs.

LEVEL IV - THE EDUCATED PERSON IN SOCIETY

This is the capstone course for the Core Curriculum. In this course students will address a theme selected by the faculty, interact with students from various disciplines, experience multiple approaches to an issue and be challenged to integrate prior knowledge.

TOTAL 1 hr.

MAJOR CURRICULUM

Each student chooses an academic area to study in-depth and must complete the requirements for that program in order to graduate. The curriculum for each of Avila's major programs provides a well-developed set of courses to meet the identified outcomes of each program as well as opportunities for independent work, practica, internships and senior projects.

ASSESSMENT PROGRAM

Avila College is committed to evaluating the performance of the college as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila's students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the college and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Programs and Courses of Instruction

Accounting (AC)

The Bachelor of Science in Accounting prepares students for careers in public, corporate, governmental, or non-profit accounting. Depending on their interests, students may pursue either the Public or the Corporate Accounting track. Working with an accounting faculty advisor, students can choose the track which fits their interests.

Students majoring in Accounting are versed in all aspects of accounting including practice, theory, and professional ethics. In addition, graduates who complete both the Bachelor of Science in Accounting and the MBA in Accounting will satisfy the 150 hours requirements of both Kansas and Missouri to sit for the CPA exam.

Accountants need critical business skills to advance in the ranks of management. The accounting program includes appropriate business coursework so that students develop those skills.

The degree requirements for the Bachelor of Science in Accounting are listed below.

Corporate Accounting Track

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of AC/BU/EC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit.

2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.

3. Completion of at least 12 hours of upper-division courses in accounting at Avila College.

4. Upper-division courses should be completed in a baccalaureate degree granting institution. See the department for specific procedures. Business Law courses may be transferred from a two-year school to satisfy all or part of the Legal Aspects of Business requirements.

5. Completion of the final 30 hours at the college.

6. The candidate must fulfill the College Core Curriculum requirements as stated earlier in this catalog.

   The department specifically requires the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communication, EN 111 English Composition I, and an additional 3 hours of writing, EN 112 English Composition II, and MA 120 College Algebra, or a higher level Mathematics course. All specifically required courses must be completed with a "C" or better.

7. Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a grade of "C" or better.

8. Completion of the following Business Core requirements: 27 semester hours.

AC 201 Principles of Accounting I
AC 202 Principles of Accounting II
EC 211 Concepts of Economics (or equivalent)
EC 240 Statistical Analysis
BU 110 Understanding Computers
BU 305 Legal Aspects of Business I
BU 310 Marketing
BU 321 Management
or
BU 322 Organizational Behavior & Development
BU 330 Finance

9. Only one repeat of a required undergraduate Accounting, Business, or Economics course by an Accounting Major will be permitted.

10. In addition to the College Core curriculum requirements and the Business Core

requirements listed above, students must complete the following Accounting Major Courses for the Corporate Accounting track:

AC 250 Accounting Issues
AC 355 Cost Accounting
AC 361 Intermediate Accounting I
AC 362 Intermediate Accounting II
AC 365 Accounting Information Systems
AC 370 Auditing
AC 451 Tax Accounting I
AC 452 Tax Accounting II
AC 460 Advanced Accounting
AC 475 Accounting Theory (Capstone)
AC/CS/BU/EC/LG Electives (6 semester hours)

Public Accounting Track

In addition to satisfying all of the requirements for the Corporate Accounting track (1-10) above, the student must complete the additional undergraduate courses listed below.

BU 345 Legal Aspects of Business II
EC 241 Quantitative Analysis
Upper Division Economics course

Upon completion of the undergraduate requirements for the corporate track or, if selected, the Public Track, the degree Bachelor of Science in Accounting will be awarded.

MBA *(Accounting Concentration)*

The following graduate courses, in addition to those for the undergraduate Public Accounting Track, will satisfy state requirements to sit for the CPA exam.

BU 603 Business & Economic Forecasting
BU 622 Organization Behavior & Development
BU 635 Financial Management II
BU 661 Management Information Systems
or
BU 611 Aggregate Income Analysis
BU 699 Organizational Policy & Strategy
AC 652 Advanced Tax Accounting
AC 655 Advanced Cost Accounting
AC 670 Advanced Auditing
AC 675 Advanced Accounting Theory
Elective (3 semester hours)

Upon completion of the MBA coursework, the Master of Business Administration degree will be awarded.

ACCOUNTING COURSES (AC)

AC 201. Principles of Accounting I. (3)
Introduction to the terminology, concepts, and procedures of accounting. Prerequisites: Sophomore standing; MA 120 (Accounting majors) or MA 115 (all others). I.

AC 202. Principles of Accounting II. (3)
Accounting for corporations and manufacturing firms; also involves analyzing financial statements. Prerequisite: AC 201. II.

AC 250. Accounting Issues. (3)
Special topics of concern to the accounting professional, such as certification, specialization, ethics. Prerequisite: AC 202. I, as needed.

AC 350. Managerial Accounting. (3)
Study of the determination and control of costs with emphasis on management use of cost data. Not for Accounting Majors. Prerequisite: AC 202. I.

AC 355. Cost Accounting. (3)
Accounting for product and period costs, with emphasis on cost relationships, cost determination, and the use of quantitative techniques. Required for Accounting Majors. Prerequisite: AC 202. I.

AC 361. Intermediate Accounting I. (3)
Review of the accounting process, extensive study of working capital accounts and operational assets. Prerequisite: AC 202. I, II.

AC 362. Intermediate Accounting II. (3)
Study of long-term assets and debts, stockholders' equity, and financial statement analysis. Prerequisite: AC 202. I, II.

AC 365. Accounting Information Systems. (3)
Study of the design and use of the accounting information system within the organization. Prerequisite: AC 202, BU 110 (or equivalent). II, as needed.

AC 370. Auditing. (3)
Study of the verification of accounting records for financial audits, with emphasis on the ethical and legal aspects of the auditor's work. **Meets the Communication Intensive course**

requirement in the major. Prerequisites: AC 362 or concurrent enrollment. II.

AC 380. Accounting Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

AC 451. Tax Accounting I. (3)
Detailed discussion of the fundamental aspects of federal income taxation as applied to individuals. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AC 202. II.

AC 452. Tax Accounting II. (3)
Study of federal income taxation as applied to corporations and partnerships; introduction to tax planning. **Meets the Communication Intensive requirement in the major.** Prerequisite: AC 451. II.

AC 460. Advanced Accounting. (3)
Advanced study of accounting procedures and theories applicable to consolidations and partnerships, bankruptcies, estates and trusts. Prerequisite: AC 362. I.

AC 475. Accounting Theory. (3)
Study of not-for-profit accounting, international accounting and the development of accounting theory. **Meets the Capstone course requirement in the major.** Prerequisite: AC 362. II.

AC 490. Directed Studies in Accounting (1-6)
Study of an approved topic not parallel with the content of another course.

AC 495. Accounting Internship. (1-6)
Structured learning/work experienced performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only.

For descriptions of graduate MBA courses numbered 600 and above, please refer to the Graduate Section of this Catalog.

Anthropology (AN)

No major is offered.

Minor: AN 121, 122, 451 and 9 hours selected from other anthropology courses.

ANTHROPOLOGY COURSES (AN)

AN 121. Human Evolution and Archaeology (3)
An introduction to physical anthropology and archaeology. The course will include an examination of human prehistory, primates and primate behavior, the evolution of the human species and early human cultures. The theoretical basis and methods used in physical anthropology and archaeology will also be covered throughout the course. Includes a field experience. I.

AN/SO 122. Introduction to Cultural Anthropology (3)
A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

AN/SO 221. Cultures of the World (1-3)
A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. I or II.

AN/GS 302. Aging in Other Cultures (1-3)
A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies. Alternate years.

AN/WS 315. Women in Other Cultures (3)
A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development including forager, agrarian, industrial and post-industrial societies.

AN/SO 337. Family in Other Cultures (3)
This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family sys-

tems, a comparison will be made with the American system. Alternate years.

AN 451. Field Experience in Anthropology (3)
This course gives students with a minor in anthropology the opportunity to utilize the theoretical background and methods learned in other classes in an actual field experience. Prerequisites: AN 121 and 122. I, II.

Art (AR)

The Art foundation courses provide broad experience in conceptual thinking as well as technique through design and drawing classes in order to provide students with an opportunity to determine and develop strengths and interests. A concentration need not be selected until the second year of full-time study.

Students must have a minimum grade of "C" for all Art courses.

Major: AR 111, 117, 119, 181, 183, 212, 218, and 3 hours of upper-division Art history, plus choice of concentration or Art Education. Up to 36 additional hours in Art may be taken.

Concentrations:

1. Graphic Design: AR 221, 245, 322, 346, 349, 380 or 480 graphic design topics (3 hrs.), AR 387 (satisfies upper-division Art history requirement), 441, 447, 499; Art electives (6 hrs.); Macintosh electives (3 hrs.).
2. Art Therapy: AR 212, 221, 231, 251, 261, 353, 355, 359, 365, 459; Macintosh electives (3 hrs.); PY 101, 201, 205, 310, 320, 381.
3. Art Education: AR 221, 231, 261, 305, 355, 365, 499; Macintosh electives (3 hrs.). A program in Art Education, K-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See Education section.

Studio Art Minor: AR 111, 117, 212, 218; Art History (3 hrs.); upper-division Art electives (6 hrs.)

Graphic Design Minor: AR 117, 245, 346, 447, and two of the following: AR 221, 322, 441, 280 Macintosh Software: Illustrator, or 280 Macintosh Software: Photoshop. Please note prerequisites and course rotation schedule. For more information see Art Coordinator.

Computer Competency: See Program Coordinator for requirements.

Major requirements for graduation:
1. Senior Review. Required of students in preparation for the Senior Exhibit. Scheduled early in the first semester of the senior year or when 96 credit hours accumulate, the review is conducted by a committee comprised of the academic advisor, principal concentration instructor, and Art coordinator, and serves to establish direction and emphasis for the exhibit.
2. Senior Exhibit. The graduating senior must exhibit advanced works in one area (second area optional with approval of Senior Review committee). Application for the Senior Exhibit in Thornhill Gallery must be made one semester prior to graduation. An exhibit committee consisting of the Gallery curator, Art coordinator, and principal concentration instructor will review and approve works for inclusion in the exhibit. At the discretion of the Department, one work may be selected from the exhibit for inclusion in the College's permanent collection.
3. Graduation requirements for the Art major in Art Education include a portfolio and an optional Senior Exhibit.

ART COURSES (AR)

AR 110. Introduction to Art. (3)
Provides a body of information and hands-on experience for making knowledgeable judgments about works of art and understanding the artistic ideas behind their creation. May include gallery tours, studio work, and meeting with artists. Does not count toward an Art major. No prerequisite. I, II. CORE-II.

AR 111. Beginning Drawing. (3)
Development of traditional drawing skills through observation to aid expressive and pictorial accuracy. Understanding the fundamental language including line, form, light, space, movement, surface, tone, texture, and the per-

sonal mark. Basic perspective, still life studies, landscapes, interiors, and the figure may be explored. I.

AR 117. Two-Dimensional Design. (3)
Basic visual elements upon which all form, human-made and organic, is based. Function of compositional elements through organization upon a two-dimensional surface, including principles such as pattern, rhythm, repetition, and closure. I.

AR 119. Three-Dimensional Design (3)
Fundamental principles of three-dimensional form and their application. Exercises in mass, volume, weight, movement, and light, as well as additive and subtractive techniques, and materials investigation. II.

AR 181. Survey of Art I. (3)
Major works of art and architecture from prehistory through the Gothic period. For Art majors and students with appropriate interest. I, alternate years. CORE-II.

AR 183. Survey of Art II. (3)
Major works of art and architecture from the Renaissance through the 20th Century. For Art majors and students with appropriate interest. II, alternate years. CORE-II.

AR 212. Intermediate Drawing (3)
Emphasis on the figure as subject as well as on still life, landscape, etc. Drawing problems of gesture, movement, rhythm, shape, and volume. Encouragement of experimentation and personal expressive interpretation. Variety of drawing media used. Professional model. Prerequisite: AR 111.

AR 218. Principles of Color Theory. (3)
Understanding of color relationships, the physical properties of pigments, color perception, and artistic application.

AR 221. Beginning Photography. (3)
Basic mechanics of the black-and-white photographic process: use of the camera, processing and printing film. Basics of design and composition. Adjustable 35mm camera (focus, f-stop, shutter speed) required. I, II.

AR 231. Beginning Ceramics. (3)
Introduction to the process of making utilitarian and sculptural objects with clay. Exploration of forming methods, decorating and glazing techniques, and kiln-loading and firing. Emphasis on the creative process as well as on the development of technical skill and craft. I.

AR 245. Typography. (3)
Typography and experimental typographic design. The compositional characteristics of type as form, aesthetics of the letterform, experimental approaches to typical formats, conciliation between readability and creative expression, eye movement and sequence, and combining type with image. Review of graphic design history through research projects. Introduction of Macintosh graphics software. Prerequisite: AR 117.

AR 251. History of Art Therapy. (3)
The historical foundations of the profession of art therapy, including the development of the field and what has influenced its past as well as future directions, and study of managed care, multicultural, ethical and other current influences. The benefit with various populations and settings in which art therapies work, reinforced with visits from local art therapists. Review of what is required to become a Registered Art Therapist.

AR 261. Beginning Painting. (3)
Introduction to oil and acrylic painting media and techniques including the basic qualities of paint, grounds, color mixing, and using tools. Elements of composition, color, and form within the context of figure, landscape, and still-life painting.

AR/CS 271. Macintosh Desktop Publishing. (3)
Macintosh desktop publishing and graphic design software with QuarkXpress as the primary software. Basic graphic design concepts, such as readability, eye flow and sequence, page composition, and using type with images. Basics of technical considerations including work with photographs and camera-ready production.

AR 280. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 322. Intermediate Photography. (3)
Continued exploration and refinement of black-and-white technical skills. Emphasis on in-

depth study of selected topics. Prerequisite: AR 221 or permission of instructor.

AR 332. Intermediate Ceramics. (3)
Introduction to the potter's wheel as the primary forming method. Continued work in glazing, and the analysis of historical and contemporary potters and their work. Emphasis on the development and creative use of technical skills. Use of electric and gas kilns. Prerequisite: AR 231.

AR 346. Graphic Design Concepts. (3)
Conceptual aspect of the design process, particularly the development of creative problem-solving techniques, affecting both underlying concept and formal presentation. Encouragement of experimental approach. Generation and use of the image in conjunction with typography. Range of formats provide structure for projects. Prerequisite: AR 245.

AR 349. Materials and Methods. (3)
Image-generation techniques, traditional illustration, and graphic media as well as alternative sources of images. Creative discovery and application of materials and techniques in typical and atypical graphic design formats. Prerequisite: AR 221 and 245.

AR 353. Theory and Methods of Art Therapy. (3)
A combination of the theories and practice of art therapy. Comprehensive overview of traditional art therapy theory. The use of various approaches with a variety of populations. Outside readings and several in-class art experiences and role play. Prerequisites: AR 251, PY 201.

AR 355. Fiber Design. (3)
Exploration of textile processes, loom and non-loom, utilizing fibers, yarn and cloth in two- and three-dimensional design.

AR 359. Art as Therapy. (2)
Exploration of techniques of art useful for facilitating self-expression and communication. Demonstration of how art promotes both personal and group understanding. Investigation of symbolic meaning in art and understanding of how art can lead to behavior change and self-understanding. Useful for artists and classroom teachers as well as for therapists who work with groups of children or adults. Prerequisite: permission of instructor.

AR 362. Intermediate Painting. (3)
Continued study of painting media and techniques, into the development of a personal direction. Emphasis on personal imagery and the exploration of meaning and conceptual content. Prerequisite: AR 261.

AR 365. Watercolor. (3)
Beginning watercolor techniques, working with color, composition, and formal considerations as well as development of familiarity and skill with watercolor pigments, papers, and brushes. Group discussion and critiques. Prerequisite: AR 212.

AR 380. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 383. History of Renaissance and Baroque Art. (3)
Study of the development of Renaissance and Baroque styles with emphasis on the Italian and Northern schools of the Renaissance, and the European Baroque from the late-16th through the 18th centuries. **Meets the Communication Intensive course requirement in the major.**

AR 387. History of 20th-Century Art. (3)
Study of the architecture, sculpture, painting, and photography from Impressionism through the present. **Meets the Communication Intensive course requirement in the major.**

AR 390. Directed Studies. (1-3)
Intermediate studies in a concentration area. Topic of study initiated by the student and presented in writing to the primary concentration instructor and art coordinator for approval prior to registration.

AR 441. Corporate Identity and Advertising Design. (3)
The analysis, conceptualization and development of communication systems for businesses and institutions, including symbols, trademarks, logotypes, and corporate imaging within an advertising, marketing and public relations context. Prerequisite: AR 346.

AR 447. Publication Design. (3)
Focus on the manipulation of text and image within the periodical format, specifically magazine, newspaper, book, and brochure design. Emphasis on balancing client-oriented practical

problem solving with personal style development and self-expression. Oriented toward professional standards and practices. Use of student's own photography and illustration encouraged. Projects appropriate for graduation portfolio. **Meets the Communication Intensive course requirement in the major.** Prerequisite: AR 346.

AR 459. Special Settings in Art Therapy (1)
First-hand viewing of a variety of art therapy settings with diverse populations. Particular aspects of art therapy discussed as unique to each setting. Reading, lecture, discussion and actual visits to art therapy facilities. Prerequisite: AR 251, AR 353, AR 357 and permission of instructor. **Meets Capstone course requirement in the major for Art Therapy concentration.**

AR 480. Special Topics. (1-3)
Selected topics to be determined by the department.

AR 490. Directed Studies. (1-3)
Advanced studies in a concentration area. Open to students only in their last two semesters. Topic of study initiated by the student and presented in writing to the primary concentration instructor and Art coordinator for approval prior to registration.

AR 495. Internship. (3)
Student seeks art-related position and presents proposal in writing for approval by primary concentration instructor and Art coordinator prior to registration. Prerequisite: junior standing and departmental approval.

AR 499. Senior Studio. (3)
Senior capstone project in area of student's interest within concentration. Proposal to be submitted to coordinator for approval. Project to be of large scope and involvement and to require significant and original investigation. Students will work independently, but will meet as a group for discussion and critique. Writing of process analyses and statement of philosophy. **Meets the Capstone course requirement in the major except for Art Therapy concentration.**

Biology (BI)

Biology, the science of life, is one of the most fascinating and rewarding disciplines. Students successfully completing the Avila College Biology major can pursue a variety of career options, including work in the health professions; forensic sciences; forestry; agriculture; fisheries; oceanography; conservation; environmental research and management; medical and scientific publishing; business careers in health administration, instrumentation, and pharmaceuticals; secondary education; or pursue special research interests as a post-graduate biologist.

The candidate for the Bachelor of Science degree in Biology must complete all general degree requirements as stated earlier in this catalog. Students must complete all Biology, Chemistry, Physics, Mathematics, and Computer Science courses applicable to degree requirements with a minimum grade of "C".

Completion of the following courses is required of the Biology major: BI 111, BI 211, BI 212, BI 390, and BI 498/499. In addition, all students must take CH 131, 137, 216, MA 155, PH 231 and 232. Students are encouraged to also take CH 217 and MA 210. Twenty additional hours of biology electives are chosen in consideration of the track a student chooses to pursue:

TRACK I

Pre-Medical, Pre-Dental, Pre-Veterinary

Students who are strong candidates for admission to medical, dental, osteopathic, or veterinary schools would pursue this track. Recommended biology electives include BI 311 Cell Biology or BI 312 Genetics, BI 330 Comparative Chordate Anatomy, and BI 340 General Physiology. Students also are recommended to take MA 210 and CH 217 (Biochemistry is strongly recommended).

TRACK II

Pre-Physical Therapy,
Pre-Occupational Therapy, Pre-Optometry,
Pre-Pharmacy, Pre-Physician Assistant

Students interested in pursuing post-graduate education leading to careers in health care

would follow this track. Recommended biology electives would include anatomy and physiology classes (BI 220 or BI 330 and BI 340) and BI 250. CH 217 is recommended.

TRACK III

Cell and Molecular Biology

Students interested in entering the business world or individuals planning to pursue a graduate degree in cell or molecular biology would choose this track. Recommended biology electives would include both BI 311 Cell Biology and BI 312 Genetics, BI 250 General Microbiology, BI 320 Immunology, and either BI 310 Evolution or BI 360 Ecology. CH 217 and MA 210 is required.

TRACK IV

Ecology, Field Biology, Organismal Biology

Students interested in working at field stations, museums, zoos, nature centers, or pursuing graduate work in ecology or zoology would choose this track. Recommended biology electives would include both BI 310 Evolution and BI 360 Ecology, BI 312 Genetics, and BI 340 General Physiology. MA 210 is recommended.

Computer competency will be demonstrated by successful completion of CS 110.

Biology Minor:
BI 111, 212, 213 and 6 hours at the 310 level or above.

Microbiology Minor:
BI 111, 250, 320, 322, and 350.

Natural Science Major:
See Natural Science section.

Premedical Major:
See Premedicine section.

Unified Science Education-Biology Endorsement:
See Natural Science section.

BI 110. Principles of Biology. (4)
A survey of the fundamental principles that describe and govern life. Human examples will be emphasized in this course. Recommended for non-science majors. 3 hours lecture, 3 hours laboratory per week. I, II, S. CORE-II.

BI 111. General Biology. (4)
An introduction to the fundamental concepts of biology. Topics will include the chemistry of all living organisms, cell structure and function, principles of inheritance, and population biology. Examples from all kingdoms of life will be used. This course should be taken by students majoring in science, nursing, radiologic science, medical technology, and other health care fields. 3 hours lecture, 3 hours laboratory per week. I, II. CORE-II.

BI 211. Zoology. (4)
A survey of the features and characteristics of members of the animal kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111. I.

BI 212. Botany. (4)
A survey of the features and characteristics of members of the plant kingdom. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111. II.

BI 220. Human Anatomy and Physiology. (6-8)
A detailed study of the microscopic and gross human body structure and function taught from a systemic perspective. 4 hours lecture, 6 hours laboratory per week. The 8-hour option, available only with permission of the student's advisor and the course instructor, entails an additional 2 hours lecture per week. Prerequisites: BI 111. I, II.

BI 250. General Microbiology. (4)
Morphology, physiology, and growth of microorganisms; beneficial and harmful relationships between microorganisms and people; techniques of isolation and cultivation. 3 hours lecture, 2 hours laboratory per week. Prerequisites: BI 111, CH 131. I.

BI/GS 302. Biological Processes and Aging. (2)
This course provides knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related structural alterations in balance and hearing; effects on taste and smell; diseases and carcinogenesis among the aging. This course will not apply to a biology major. Intermittently.

BI 310. Evolution. (3)
Description of theories regarding processes by which life forms evolve; chemical evolution and origins of life; organismic evolution; population genetics and dynamics. 3 hours lecture per week. Prerequisites: BI 111, BI 211, and BI 212. I, even years.

BI 311. Cell Biology. (3)
A consideration of structure and function at the cellular and subcellular levels. 3 hours lecture per week. Prerequisites: BI 111, 211, and 212. CH 216 or concurrently. II, odd years.

BI 312. Genetics. (4)
Principles of heredity; nature, transmission, and function of genetic material; and genetics of populations are studied. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111, 211, and 212; CH 216 or concurrently. II, even years.

BI 320. Immunology. (4)
The study of antigens, antibodies, complement, and humoral and cell-mediated immunities; immediate hypersensitivities, immune deficiencies, autoimmune diseases. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111 or 250; CH 216 or concurrently; BI 211 and 212 are recommended. I.

BI 322. Eukaryotic Parasitology. (4)
The salient characteristics of eukaryotes parasitic in humans; organisms covered will include protists, fungi, and metazoans. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211 and 212. II, even years.

BI 325. Pathological Physiology. (4)
A study of alterations of normal human physiology which are considered pathological. 4 hours lecture per week. Prerequisite: BI 220. II, S.

BI 330. Comparative Chordate Anatomy. (5)
A detailed study and comparison of body structure in representative chordates. Topics include a survey of chordate evolution and systematics, histological basis of gross anatomy, and relationships between structure and function. 3 hours lecture, 6 hours laboratory per week. Prerequisite: BI 111, 211, and 212. I, odd years.

BI 340. General Physiology. (4)
An investigation into the physiochemical principles underlying plant and animal function. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 111, 211, and 212. I, even years.

BI/CH 342. Cellular Biochemistry Laboratory. (1)
A laboratory study of the structure and biochemistry of cells and their constituents. 4 hours laboratory per week. Prerequisites: BI 111, 211, and 212; either CH 341 or BI 311 concurrently. II, odd years.

BI 350. Pathogenic Microbiology. (4)
The salient characteristics of prokaryotes associated with diseases of people. 3 hours lecture, 3 hours laboratory per week. Prerequisites: BI 250 or BI 111, 211, and 212. II, odd years.

BI 360. Ecology. (4)
A detailed study of relationships between organisms and their environments. 3 hours lecture, 4 hours laboratory per week (some of the weekly meetings may be waived in lieu of required field trips to previously selected sites). Prerequisites: BI 111, 211, and 212. I, odd years.

BI 362, 363. Field Biology I, II. (3,3)
Application of ecological research techniques on an extended field trip. 3 hours lecture per week, participation in the field trip is required. The field trip is equivalent to a laboratory experience. Prerequisites: BI 111, BI 211, BI 212; BI 360 is recommended. Intermittently.

BI 376. Biology of Amphibians. (2)
A survey of the systematics and natural history of amphibians. 1 hour lecture, 2 hours laboratory per week. Prerequisite: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 377. Biology of Reptiles. (2)
A survey of the systematics and natural history of reptiles. 1 hour lecture, 2 hours laboratory per week. Prerequisite: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 379. Mammalogy. (4)
A survey of the systematics and natural history of mammals. 2 hours lecture, 4 hours laboratory per week. Prerequisite: BI 111 and permission of instructor; BI 211 is recommended. Intermittently.

BI 380. Special Topics. (1-4)
Selected topics courses determined at the discretion of the department. Topics may include: Embryology, Histology, Kinesiology, Plant Taxonomy, or General Nutrition. Prerequisite: permission of the instructor. Intermittently.

BI 390. Directed Studies in Biology. (1-2)
Discussion and analysis of current topics in biology. **Meets the Communication Intensive course requirement in the major.** Prerequisite: BI 111, 211, and 212 or permission of instructor. I.

BI 497. Biology Research. (1-6)
Requires completion of an individual student research project in the laboratory or field. Prerequisite: science major with 12 hours of 200 or 300 level biology courses or permission of instructor. Students may count up to 6 hours in research toward degree requirements. I, II, S.

BI/CH/NS 498, 499. Research and Seminar I, II. (1-2, 1-2)
Completion of an individual student research project in the laboratory or field leads to formal written and verbal presentations of student research in styles compatible with those of current journals and professional meetings. Topics include research methods and investigative design, use of primary literature, analysis and interpretation of data, communication in science, and introduction to the peer review process. With permission of the research director, students involved in particularly demanding biology research projects may also enroll in BI 497 for additional credit. **Meets the Capstone course requirement in the major.** Prerequisite: Permission of academic advisor and course instructor. I and II.

Business Administration (BU)

The Department of Business provides students with professional knowledge and basic skills necessary to assume positions of administrative responsibility in a wide variety of areas. This is undertaken with an orientation toward the moral aspects and the consequences of one's actions. The department seeks to provide mechanisms and reinforcement for students to engage actively in meaningful experiences beyond the classroom setting.

MAJORS OFFERED:

Accounting *(see pg. 69)*
Business Administration
Finance
General Management
Information Science
International Business
Paralegal (see pg.111)
Marketing

A double major combining two of the above fields is not permitted.

The candidate for the Bachelor of Science in Business Administration degree must fulfill the requirements listed below. Prior to formal admission to the department, students should seek advice from their academic advisor.

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours BU/EC/AC/LG courses. Business courses that are cross-listed are counted against the 77 hour limit regardless of the departmental designation under which credit is granted.

2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.

3. Completion of at least 12 hours of upper-division courses in the major at Avila College.

4. Upper-division courses in the Business majors and minor should be completed in a baccalaureate degree granting institution. However, it may be possible to validate such courses taken at a two-year institution. See the department for specific procedures. The Business Law course may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business. I.

5. Completion of the final 30 hours at the college.

6. Completion of the Business Department Examination, if required.

7. The candidate must fulfill all the College Core Curriculum requirements as stated earlier in this catalog.

   The department specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communications, EN 111 English Composition I, and an additional 3 hours of writing, EN 112 English Composition II. All majors may meet the core math requirement by completing MA 115 Finite Mathematics, or a higher level mathematics course. All specifically required courses must be completed with a "C" or better.

   Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a grade of "C" or better.

8. Completion of the following Business Core requirements: 42 semester hours.

AC 201 Principles of Accounting I
AC 202 Principles of Accounting II
BU 110 Understanding Computers
BU 305 Legal Aspects of Business I
BU 310 Marketing
BU 321 Management
BU 322 Organizational Behavior and Development
BU 330 Finance
BU 340 Business Communications
BU 499 Business Policy
EC 201 Principles of Economics I
EC 202 Principles of Economics II
EC 240 Statistical Analysis
EC 241 Quantitative Analysis

9. Only one repeat of a required Business or Economics course by a Business major or minor will be permitted.

10. In addition to the College Core Curriculum requirements and the Business Core requirements, students must satisfy requirements of one of the following majors:

Business Administration

The major is for students who are undecided about majoring in one of the areas of business listed below. It is also for those who wish a broader education in Business.

The Business Administration major is also available in an accelerated format for persons who have worked full time for at least three years or are 23 years of age. For additional information contact the **Avila Advantage Office,** (816) 942-8400, Ext. 2480.

The requirements are: Twenty-one (21) hours of electives chosen from three of the areas of Accounting, Finance, Marketing, Economics, General Management, and Information Science. No fewer than six (6) nor more than nine (9) hours may be taken from the courses in any one area. The areas and courses are:

Finance and Economics
BU 331 Investments
BU 435 Financial Policy
BU 437 International Finance
EC 311 Intermediate Macroeconomics
EC 312 Intermediate Microeconomics
EC 361 Money and Banking
EC 382 International Economics

Accounting
AC 250 Accounting Issues
AC 350 Managerial Accounting
AC 361 Intermediate Accounting I
AC 362 Intermediate Accounting II
AC 365 Accounting Information Systems
AC 451 Tax Accounting I
AC 452 Tax Accounting II

Marketing
BU 312 Consumer Behavior
BU 313 Promotion Strategy
BU 314 Advertising Management
BU 411 International Marketing
BU 415 Marketing Policy
BU 417 Marketing Research
BU 419 Current Issues in Marketing

Management
BU 323 Personnel Management
BU 326 Operations Management
BU 345 Legal Aspects of Business II
OR
BU 346 Employment Law
BU 427 Procurement Management

Information Science
CS 115 Computer Operating Systems

CS 340 Database Management
CS 350 Systems Analysis and Design

Finance

A total of eighteen (18) hours.

AC 350 Managerial Accounting
BU 331 Investments
BU 435 Financial Policy
BU 436 Advanced Financial Management
EC 312 Intermediate Microeconomics
EC 361 Money and Banking

General Management

A total of eighteen (18) hours.

AC 350 Managerial Accounting
BU 323 Personnel Management
BU 326 Operations Management
BU 415 Marketing Policy
BU 427 Procurement Management
BU 435 Financial Policy

Information Science

A total of thirty (30) semester hours.

AC 350 Managerial Accounting
CS 115 Computer Operating Systems
CS 150 Pascal Programming
CS 160 Visual Basic Programming
CS 230 Cobol I
CS 235 Cobol II
CS 320 Object Oriented Programming C/C++
CS 340 Data Base Management
CS 350 Systems Analysis and Design

Three (3) hours of computer science electives.

International Business

A total of thirty (36) semester hours.

AC 350 Managerial Accounting
BU 411 International Marketing
BU 437 International Finance
EC 382 International Economics

Twelve (12) hours of the same foreign language at the college level.

Twelve (12) hours beyond basic courses in a business functional area with approval of advisor.

Marketing

A total of eighteen (18) hours.

BU 312 Consumer Behavior
BU 313 Promotion Strategy
BU 411 International Marketing
BU 415 Marketing Policy
BU 417 Marketing Research
BU 419 Current Issues in Marketing

Minor in Business Administration

AC 201 Principles of Accounting I
AC 202 Principles of Accounting II
BU 110 Understanding Computers
BU 305 Legal Aspects of Business I
BU 310 Marketing
BU 321 Management
BU 330 Finance
EC 201 Principles of Economics I
EC 202 Principles of Economics II
EC 240 Statistical Analysis

A minimum grade of "C" is required in courses required for a minor in Business Administration. MA 115 is a prerequisite to courses included in the minor of Business Administration.

At least 12 hours of courses numbered 300 or above in the minor must be completed at Avila College.

A minor in Business Administration is not permitted for AC/BU/LG majors.

Business Education

A program in Business Education, grades 9-12, certification approved by the State of Missouri is offered. Kansas certification requirements may be completed concurrently. A Middle School major with an endorsement in business is also available. See Education section.

BUSINESS COURSES (BU)

BU/CS 110. Understanding Computers. (3)
This course will provide the background needed by the student to be computer literate. Half of the course will be lecture consisting of computer history, an overview of hardware and software, and elementary computer applications. The other half will be lab allowing the student to have hands-on experience using a variety of software packages including spreadsheets,

word processing and data base management. I, II, S.

BU 305. Legal Aspects of Business I. (3)
The study of legal issues inherent to business operations. I, II, S. CORE-II.

BU 310. Marketing (3)
Introduction to the principles and practices of marketing goods and services. Strategy and planning are emphasized as well as a thorough treatment of product, pricing, physical distribution and promotional issues. The marketing concept is given extensive treatment. Prerequisite: EC 202. I, II, S.

BU 312. Consumer Behavior. (3)
Analysis of internal factors influencing consumer behavior and identification of variables basic to the segmentation of consumer markets. Prerequisites: BU 310 (or concurrently) and PY 101. II.

BU 313. Promotion Strategy. (3)
Examination of the variables of the promotional mix (advertising, publicity, personal selling and sales promotion) and their role in marketing processes. Focus is on managing both interpersonal and mass communications, including positioning issues, message strategies and creative appeals; media evaluation, selection and placement; and the implementation of sales promotions. Prerequisite: BU 310. I.

BU 314. Advertising Management. (3)
Development, implementation, evaluation of an advertising program for an organization and analysis of advertising problems from the perspective of both the client firm and the advertising agency. Prerequisites: BU 310, BU 312 and BU 313.

BU 321. Management. (3)
Principles of management applicable to any organization including functions, processes, and behavior concepts. Prerequisite: Junior standing I, II, S.

BU 322. Organizational Behavior and Development. (3)
The study of the structure, individual and group behavior, and development of organizations. Prerequisite: BU 321. I, II.

BU 323. Personnel Management. (3)
Study of human resource management as an integral function of an organization. Areas emphasized are employee influence and human resource flow. Prerequisite: BU 321. I.

BU 325. Labor-Management Relations. (3)
Basic labor-management relations history, development and applications. Prerequisite: BU 321. I.

BU 326. Operations Management. (3)
Analysis of the methods and techniques utilized in the operations areas of organizations including the production and manufacturing function. Prerequisite: BU 321 and EC 241. I.

BU 330. Finance. (3)
Study of financing organizations with an emphasis on corporations. Prerequisites: AC 202, EC 202, 240 and MA 115 or 120. I, II, S.

BU 331. Investments. (3)
Analysis and evaluation of the major types of financial investments. Prerequisite: BU 330. II.

BU 340. Business Communications. (3)
Communications applicable to business, and to job-seekers. Emphasizes practical exercises in writing, speaking and listening skills. Includes a focus on ethical and intercultural considerations. **Meets the Communication Intensive course requirement in the major.** Prerequisites: EN 112 and CO 110. I, II.

BU 345. Legal Aspects of Business II. (3)
A continuation of Legal Aspects of Business I. Topics include Secured Transactions, Negotiable Instruments, Agency, Mortgages, Creditor Law & Liens, Anti-trust, Insurance, International Business Law, Administrative Law and Constitutional Law. Prerequisite: BU 305. II.

BU/LG 346. Employment Law (3)
The study of state and federal statutory and case law that govern the employee/employer relationship. Prerequisite: BU 305. I, odd years.

BU 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

BU 411. International Marketing. (3)
A study of the special problems of businesses in analyzing the environment affecting selection, and development of international markets with

respect to the firm's resources and alternative foreign opportunities. Prerequisite: BU 310 or equivalent. I.

BU 415. Marketing Policy. (3)
Case studies on the analysis of the development, execution, evaluation, and redirection of marketing programs. Prerequisite: BU 310. I.

BU 417. Marketing Research. (3)
The techniques and methods utilized in planning, executing, and reporting marketing research including research design, questionnaire construction, sampling, and data analysis topics. Prerequisites: BU 310 and EC 240. I.

BU 418. Physical Distribution Management. (3)
Design effective operation and coordination of integrated physical distribution systems for organizations serving geographically extended markets. Prerequisites: BU 310 and EC 241.

BU 419. Current Issues in Marketing. (3)
Exploration of selected topics in marketing including services marketing and sales management. Students may repeat (with permission) the course for elective credit as topics change or are rotated each year. Prerequisites: BU 310, recommended BU 312 and BU 417. II.

BU 427. Procurement Management. (3)
Study of materials management and analysis of the purchasing function. Prerequisites: BU 321 and EC 241. II.

BU 435. Financial Policy. (3)
Case studies of the theory and practice of capital budgeting, financial planning, asset management, and capital structure. Prerequisite: BU 330. I.

BU 436. Advanced Financial Management. (3)
Study of current problems in finance. Business and Economics seniors only. Prerequisite: BU 435. II.

BU 437. International Finance. (3)
A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisite: BU 330.

BU 490. Directed Studies in Business. (1-6)
Study of an approved topic not parallel with the content of another course.

BU 495. Business Internship. (1-6)
Structured learning/work experience performed in a position approved by the department. Maximum total credit for any one student is 6 hours. Credit/No Credit only. Opportunities also exist for the student to do their internship through the Washington Center in Washington, D.C.

BU 499. Business Policy. (3)
A capstone course that is designed to synthesize the student's learning through case study and computer simulation. **Meets the Capstone course requirement in the major.** Prerequisites: BU 310, 321 and 330. Senior standing required.

Chemistry (CH)

The candidate for the Bachelor of Science degree in Chemistry must complete all the general degree requirements as stated earlier in this catalog.

The following courses in the Chemistry Major must be completed with a grade of "C" or better: CH 131, 137, 216, 217, 221, 321, 451, 452, 453, 454, 498, 499 plus three hours of chemistry courses in the 300 or 400 series; CS 110; one course in computer science from the following list: CS 150, 160, 180 (Lotus or other spreadsheet), 320, and 325; MA 210, 225 and 235; PH 231 and 232.

Computer competency will be demonstrated by successful completion of CS 110.

Chemistry Minor:
CH 131, 216, 221 plus eight additional credit hours in chemistry, at least four of which are at the 300 level or higher.

Chemistry/Medical Technology Double Major:
See Medical Technology Section.

Premedical Major:
See Premedicine Section.

Natural Science Major:
See Natural Science section.

Unified Science Education - Chemistry Endorsement:
See Natural Science section.

CHEMISTRY COURSES (CH).

CH 115. Molecules that Matter. (4)
An introductory course primarily for non-science students. The fundamental principles of chemistry will be studied, along with their application to current topics in chemistry (such as, for example, consumer chemistry, the environment, food, drugs). The importance of chemistry in an individual's personal and professional life will be highlighted. The student will develop an appreciation for how chemists approach and solve problems. No previous background in chemistry or mathematics is required. I, II, S. CORE-II.

CH 131. General Chemistry I. (4)
The principal theories of modern chemistry. The topics studied will include atomic theory and structure, the periodic table, gases, chemical compounds, stoichiometry, solutions, acids and bases, chemical equilibrium, and chemical bonding. Corequisite: MA 115 or MA 120. I, II. CORE-II.

CH 137. General Chemistry II. (4)
A continuation of the principal theories of modern chemistry taught in CH 131. The topics studied will include thermodynamics, kinetics, solubility, electrochemistry, and selected descriptive chemistry. Prerequisite: CH 131, MA 120. II.

CH 180, 380. Topics in Chemistry. (1)
Presentation and discussion of chemical topics. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

CH 216. Organic Chemistry I. (5)
Principles, laws and theories governing structures and reactions of hydrocarbons and alkyl halides is presented. Stereochemistry and common spectroscopic methods are also introduced. Prerequisite: CH 131. I.

CH 217. Organic Chemistry II. (5)
A continuation of the study of organic compounds begun in CH 216. The principles and theories developed in CH 216 are applied to other common functional groups including alcohols and various classes of carbonyl compounds. Prerequisite: CH 216. II.

CH 221. Quantitative Analysis. (5)
The theory and practice of the classical methods of chemical analysis including basic potentiometry and spectrophotometry. Laboratory emphasizes the performance of accurate quantitative measurement. Prerequisites: CH 131, MA 120. I.

CH 316. Organic Qualitative Analysis. (3)
Identification of organic compounds by physical and chemical methods and an introduction to the interpretation of IR, NMR, UV and Mass Spectra. Prerequisites: CH 217 or consent of instructor. II, alternate years.

CH 321. Instrumental Methods of Analysis. (5)
A study of the theoretical principles and practical operation of modern chemical instrumentation. Understanding is reinforced by performing chemical analysis using a variety of laboratory instruments. A critical comparison of methods is evolved. Instruction will include the instrumentation for spectroscopy, separations, and computerized data acquisition and analysis. **Meets the Communication Intensive course requirement in the major.** Prerequisites: CH 221, PH 231, 232 or PH 117. II.

CH 341. Biochemistry I. (3)
Introduction to the chemistry of life processes. The chemistry of amino acids, proteins and carbohydrates is examined and applied to biosynthesis and catabolism of carbohydrates through glycolysis, gluconeogenesis, the citric acid cycle and electron transport. **Meets the Communication Intensive course requirement in the major.** Prerequisite: CH 216. I.

CH/BI 342. Cellular Biochemistry Laboratory (1)
A laboratory study of the structure and biochemistry of cells and their constituents. Prerequisites: BI 111, 211, and 212; either CH 341 or BI 311 concurrently, odd years. II.

CH 343. Biochemistry II. (3)
The study of metabolic pathways begun in CH 341 is continued through biosynthesis and catabolism of fats and proteins. Chemistry of nucleic acids and its relationship to replication, transcription and translation of genetic information and recombinant DNA is considered. Prerequisite: CH 341. II, alternate years.

CH 380 Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

CH 451. Physical Chemistry I. (3)
A quantitative description of the macroscopic behavior of substances and the molecular basis for this macroscopic behavior including the topics of thermodynamics and statistical mechanics. Prerequisite: CH 137; MA 225; PH 232. I, alternate years.

CH 452. Physical Chemistry II. (3)
A continuation of CH 451 emphasizing the topics of chemical kinetics and quantum mechanics. Prerequisite: CH 451; MA 235. II, alternate years.

CH 453, 454. Physical Chemistry Lab, I, II. (1,1)
Introduction to experimental techniques used in physical chemistry. Experiments illustrating the material presented in CH 451 and CH 452 will be carried out. Prerequisites: PH 231, 232; CH 221, 451, 452 or concurrently. I, II, alternate years.

CH 497. Chemistry Seminar (1)
An advanced treatment of a topic in chemistry, selected by the student in consultation with a chemistry faculty mentor, and resulting in a final written and oral report on the topic. Prerequisite: Junior or Senior standing with a major in Biology, Chemistry, Natural Science and/or Premedicine.

CH/BI/NS 498, 499. Research and Seminar I, II. (1-2, 1-2)
Completion of an individual student research project in the laboratory or field leads to formal written and verbal presentations of student research in styles compatible with those of current journals and professional meetings. Topics include research methods and investigative design, use of primary literature, analysis and interpretation of data, communication in science, and introduction to the peer review process. **Meets the Capstone course requirement in the major.** Prerequisite: Permission of academic advisor and course instructor. I, II.

Communication (CO)

The Communication program provides a broad base of theoretical and practical coursework in the communications industry. The candidate for the Bachelor of Arts degree must fulfill all general degree requirements as stated earlier in this catalog. In addition to completing the foundation courses and learning the use of technology across the field, students choose a concentration area to develop skills suited to their particular career interests. The program has audio and video production studios, and provides hands-on learning with both The Talon, an award-winning desktop published student newspaper, and the campus cable television station. Students must have a minimum grade of "C" for all Communication courses.

Major: Foundation courses: CO 125, 223, 225, 391, 495, 499, and AR/CS 271. Each student selects either Media Production or Corporate Communication concentration as described below.

Students are required to demonstrate computer literacy throughout the communication curriculum which often requires the use of technology. Computer literacy requirements are met in AR/CS 271 and CO 225.

Media Production: Students interested in a career in broadcasting, video production, or in graduate study in mass communication, film studies, or broadcasting, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 215 or 216, and 9 additional hours from CO 215 or 216, 317, 319, EN 112, CO 381 Special Topics in Writing (no more than 3 hours may count toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 181 or 182, 212 or 213, 325, 327, 415, 427, and 9 additional hours

from any communication courses not included in major foundations or the writing courses listed above. No more than 3 hours of CO 380 or 3 hours of CO 385/485 Video Practicum may count toward the 9 hours. Students may also count two foreign language courses as part of the 9 hours.

Corporate Communication: Students interested in a career in public relations/advertising, in a corporate or non-profit organization, or in graduate study in communication studies or business, are required, in addition to the foundation courses listed above, to complete the following:

Writing: CO 317 and 9 additional hours from CO 215, 216, 319, EN 112, CO 381 Special Topics in Writing (no more than 3 hours may count toward the 9 hours) and CO 385/485 Journalism Practicum (no more than 3 hours toward the 9 hours).

Theory and Practice: CO 212 or 213, 235, 331, 415, 435, BU 313, and 9 additional hours from any communication courses not included in major foundations or the writing courses listed above. No more than 3 hours of CO 380 or 3 hours of CO 385/485 Video Practicum may count toward the 9 hours. Students may also count two foreign language courses as part of the 9 hours.

Speech Education: A program in Speech/ Theater Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with an endorsement in speech is also available. See Education section.

Minor: CO 225, 6 hours from writing courses listed above, 6 hours from communications courses other than writing, and one of the following courses: CO 391, CO 427, or CO 435. The choices in the minor allow the student to follow different areas of interest, but the specific courses of study must be approved by a communication program advisor.

COMMUNICATION COURSES (CO).

CO 110. Fundamentals of Communication. (3)
Practical approach to developing effective communication skills. Interpersonal, small-group, and public communication skills addressed as well as principles of listening and critical thinking. I, II. S. CORE-I.

CO 125. Introduction to Journalism. (3)
Study of modern journalism with practice in effective writing style for the news media. Publication in campus newspaper is part of the course. Prerequisite: EN 111 or 112. II.

CO 181. Survey of Film I. (3)
History of American film as an art form and industry from the silent era through the studio age. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, odd years.

CO 182. Survey of Film II. (3)
History of American film as an art form and industry following the studio age to the present. Screenings coupled with theory to develop critical reviewing skills and knowledge of film production, distribution, regulation, and exhibition. I, even years.

CO 212. Conflict Resolution (3)
This course focuses on various strategies for dealing with conflict in a positive manner. It is designed to help students develop the skills necessary to resolve conflicts and have successful outcomes. The skills of listening, assertion, problem solving and conflict management are emphasized.

CO 213. Persuasive Speaking. (3)
Argumentation theory as applied to oral presentation, speaking occasion, rhetorical strategy, use of evidence and method of criticism. Principles of debate, analysis of question, methods of research and debating techniques. Speeches written and presented in a variety of contexts. Prerequisite: CO 110. II.

CO 215. Script Writing I. (3)
Writing for broadcast with emphasis on techniques in broadcast journalism, including news and sports writing. Written assignments produced in laboratory setting. II, odd years.

CO 216. Script Writing II. (3)
Writing with an emphasis on scripts for corporate video productions. Written assignments produced for clients with emphasis on pre-writ-

ing research and information gathering and creating visual concepts for scripts. II, even years.

CO 223. Introduction to Media Production. (3)
Theories and techniques of audio and video production in a studio environment, with hands-on experience in lighting, directing, and studio camera operation. I.

CO 225. Mass Media and Society. (3)
Examination of legal and ethical issues in mass media with emphasis on critical evaluation of the effects of media on society. Historical overview of communication media (newspaper, radio, television, film, magazine) including economic and technological developments. CORE-II. I, II.

CO 235. Principles of Advertising. (3)
Study of advertising from the agency perspective. Examination of the industry and its evolution nationally and internationally, including legal and ethical issues, creative process, evaluation criteria and use of media. I.

CO 317. Promotional Writing. (3)
Strategies in promotional writing, including news releases and advertising copy. I.

CO 319. Feature Writing. (3)
Free-lance and staff feature writing for print media, with possible publication in The Talon and professional arenas. Prerequisite: CO 125. I.

CO 325. Audio Production. (3)
Stages and techniques involved in producing audio soundtracks, radio programs, and commercials. Individual projects scripted, recorded, mixed, and edited. Station operation techniques and programming strategies. Prerequisite: CO 223. II.

CO 327. Video Production. (3)
Production of video projects in a field environment. Creating the script, working with the client, justifying the shoot, working with the portable camera, mixing audio with video, and editing for final production. I.

CO 331. Public Relations Concepts. (3)
Nature and role of public relations, activities of professionals in the field, influences which affect organizational behavior, ethics, and the development of public relations professionals. II.

CO 380. Special Topics. (1-3)
Selected topics to be determined by the department. I, II.

CO 381. Special Topics in Writing. (1-3)
Selected topics in writing for communication industries, to be determined by the department.

CO/WS 382. Gender Communication. (3)
A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships will be explored so that strategies for bridging these differences can be developed. II.

CO/WS 383. Women and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, and race issues influence the production, construction, and consumption of the media. I.

CO 385. Practicum in Journalistic Media. (1-3)
Participatory experience in journalism through writing for the campus newspaper. Publication required. Prerequisite: departmental approval. I, II.

CO 385. Practicum in Radio/ Television. (1-3)
Participatory experience on campus TV station. Prerequisite: departmental approval. I, II.

CO 391. Communication Theory. (3)
Nature of theory development and change, history of the discipline, important influences upon contemporary communication theory, and individual exploration of specific theories. **Meets the Communication Intensive course requirement in the major.** Prerequisite: CO 211 or 213, and junior standing. I.

CO/TR 411. Media Production and Performance. (3)
Investigation of the influence of media on the actor's performance and study of production styles within an audio and video context. Examination of script, blocking for video and working with actors, directors and production crew. Participation in script adaptation, pre-production planning, actual production, and post-

production editing and evaluation. Prerequisite: departmental approval.

CO 415. Team Leadership. (3)
Examination of ideas about leadership and theoretical perspectives in the study of leadership. The course bridges theory with practice by identifying and applying the competencies of leadership and educating students for leadership roles in the communication field. Prerequisite: CO 110. II.

CO 427. Advanced Video Production. (3)
Production of video projects in a field environment with emphasis on learning advanced techniques in lighting, shooting, and editing on a non-linear system. Prerequisite: CO 327. II.

CO 435. Communication Campaigns. (3)
Integration of topics such as theories of persuasion, layout and design, techniques of advertising research, copywriting, proposal writing, client presentation and small-group dynamics. In a synthesis of previous coursework in public relations and advertising along with the writing sequence, students include work with the campus Community Relations Department. Prerequisites: CO 235, 331. II.

CO 485. Practicum in Journalistic Media. (1-3)
Participatory experience in journalism through the campus newspaper. Publication required. Prerequisite: departmental approval. I, II.

CO 485. Practicum in Radio/ Television. (1-3)
Participatory experience on the campus TV station. Prerequisite: departmental approval. I, II.

CO 490. Directed Studies. (3)
Under supervision of a member of the Communication faculty, the student proposes a topic, area, or project for investigation and study. Written agreement between student and faculty determines hours of credit. May be repeated up to six credit hours. Prerequisite: senior standing and departmental approval. I, II, S.

CO 495. Internship. (3)
Work experience in an outside organization in the student's concentration under supervision of a media professional. See Communication Coordinator for specific requirements. May be repeated up to six credit hours. Prerequisite: junior standing and departmental approval. I, II, S.

CO 499. Senior Seminar. (3)
Colloquium setting for graduating seniors with emphasis on discussion of contemporary issues in student's area of concentration. Portfolio of work area required by end of seminar. **Meets the Capstone course requirement in the major.** Prerequisite: Senior standing. I, II.

Computer Science/ Mathematics (CS)

The candidate for the Bachelor of Science degree in Computer Science/Mathematics must:

(a) complete all general degree requirements for a bachelor's degree as stated earlier in this catalog;
(b) complete with a grade of "C" or better all Mathematics and Computer Science courses taken;
(c) complete EN 112 with a grade of "C" or better;
(d) complete MA 210, 225, 235, 310, 320, 360, 361, 370 and 499;
(e) complete CS 150, 230, 235, 320, 325, 330, 355, and three additional semester hours in computer science courses numbered 160 or above, to be chosen with the approval of the major advisor;
(f) competence through one-year of college work in the same foreign language; and
(g) complete fifteen additional semester hours, each course with a grade of "C" or better, in a field related to mathematics and computer science, to be chosen with the approval of the major advisor.

Students are strongly encouraged to complete additional mathematics and computer science courses.

Computer competency will be demonstrated by successful completion of CS 150 and MA 499.

Requirements for Computer Science Minor

CS 150, CS 320, CS 355, and 12 hours of Computer Science courses. (This minor is not

open to majors in information science and computer science/mathematics.)

COMPUTER SCIENCE COURSES (CS).

CS 108. Introduction to the Macintosh Computer (1)
Computer terminology and applications; hands-on experience: handling floppy disks, booting a system, using the mouse, running software packages, and storing data to disk.

CS/BU 110. Understanding Computers. (3)
This course will provide the background needed by the student to be computer literate. Half of the course will be lecture consisting of computer history, an overview of hardware and software, and elementary computer applications. The other half will be lab allowing the student to have hands-on experience using a variety of software packages. I, II, S.

CS 115. Computer Operating Systems. (3)
A study of computer operating systems including DOS, Macintosh, UNIX, OS/2, and others. Hands-on experience will be provided on an available operating system. I, S.

CS 150. Computer Programming in Pascal. (3)
Fundamental concepts of computer science: data representation and computer organization; introduction to programming in the Pascal language including analysis of problems, coding, as well as program testing, debugging, and documentation; study of Pascal structures and their use in developing structured programs. Prerequisite: MA 95 or equivalent.

CS 160. Visual BASIC Programming. (3)
Fundamental concepts of computer science: problem definition, design of solution, coding, and the use of the Visual Basic Integrated Development Environment. Prerequisite: MA 95 or equivalent. I.

CS 180. Special Topics. (1-3)
A study of specialized topics in computer science. May not meet requirements for Information Science or Computer Science/Mathematics majors. I, II, S.

CS 230. COBOL Programming I. (3)
Study of COBOL computer programming. Emphasis on the continued development of good programming style, techniques for debugging and testing, and documentation. Typical business data processing applications such as inventory and payroll applications, file and table handling. Prerequisite: one computer language or consent of instructor. I.

CS 235. COBOL Programming II. (3)
Study of advanced features and programming techniques of COBOL including: sorting and merging procedures; methods of building, updating and handling sequential, random access, and indexed files. Continued emphasis on structured design and structured programming. Prerequisite: CS 230 or equivalent. II.

CS/AR 271. Macintosh Desktop Publishing I. (3)
Desktop publication using Macintosh computers, and desktop publishing and graphic design software. Use of QuarkXpress as the primary software, and other illustration and photomanipulation software in support. Basic graphic design concepts, such as readability, eye flow and sequence, page composition, and using type with images. Basics of technical considerations, including work with photographs, camera-ready production, purchasing printing, and papers. For non-Art majors.

CS 320. Object Oriented Programming Using C/C++. (3)
Study of Visual C++ with an emphasis on continued development of good programming style; techniques for debugging and testing; documentation; programming using techniques applied to searching, sorting, dynamic structures and recursion. Prerequisites: CS 150 or consent of instructor. II.

CS/MA 325. Numerical Methods. (3)
Approximation and error analysis, methods of finding roots of nonlinear equations, methods of interpolation, numerical differentiation and integration, direct and iterative methods of solving systems of linear equations, and other related topics. Prerequisite: Completion of MA 225 and one computer programming course, each with a grade of "C" or better.

CS 330. Operations Research. (3)
The discussion of decision making methods of evaluating and enhancing the management of organizations. This scientific approach to problem solving could include models of linear programming and the simplex method, the trans-

portation problem, PERT networks, and selected topics from integer programming, deterministic inventory models, goal programming, introduction to queuing theory (Poisson, single-server, and FCFS models), simulation. **Meets the Communication Intensive course requirement in the major.** Prerequisites: MA 320, Statistics, 3 hours of programming language, or consent of instructor.

CS 340. Database Management (3)
A study of database management including: concepts and characteristics, planning organization, data structures, data models, conceptual design, physical design, administration, and implementation. Students will design a database. Prerequisite: one computer language.

CS 350. Systems Analysis and Design. (3)
In-depth discussion of the methodology of designing and implementing computer-based business systems. The systems development life cycle: breaking complex processes into phases and activities with specific products or objectives, including preliminary investigation, analysis, design, implementation, and evaluation. Case studies are used to emphasize points covered. Prerequisites: six hours of computer programming.

CS 355. Data Structures (3)
The study of data structure design using Pascal. These structures include: stacks, heaps, queues, linked lists, sparse matrices. Prerequisites: CS 150, MA 115 or 120.

CS 360. Advanced C Using Visual C++. (3)
A continuation of programming in Visual C++ with an emphasis in advanced programming techniques. Prerequisite: CS 320. I.

CS 380. Advanced Special Topics (1-3)
A study of advanced specialized topics in computer science. May not meet requirements for Information Science or Computer Science/ Mathematics Majors. Prerequisites will vary. II.

CS 490. Directed Study. (1-3)
In-depth study of an approved topic not covered in other computer science courses. Prerequisite: consent of instructor.

Economics (EC)

A major in Economics is not offered.

Minor:
EC 201 Principles of Economics I.
EC 202 Principles of Economics II.
EC 311 Intermediate Macroeconomics.
EC 312 Intermediate Microeconomics.
Six (6) additional hours of upper-division economics.

A minor in economics is not allowed for AC/BU/LG majors.

ECONOMICS COURSES (EC).

EC 201. Principles of Economics I. (3)
An introduction to the fundamental economic concepts and principles, capitalism, legal forms of business enterprises, determination of national income, and monetary and fiscal policy. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. CORE-II.

EC 202. Principles of Economics II. (3)
An introduction to the theory of consumer and producer, or firm, behavior with an emphasis on the analysis of prices, markets, production, and resource allocation. Prerequisite: MA 115 or higher level mathematics course. Sophomore standing recommended. I, II.

EC 211. Concepts of Economics. (3)
An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis. Admission by placement exam only. Prerequisite: Sophomore standing recommended. (This course satisfies neither EC 201 nor EC 202. Both EC 201 and EC 202 may be substituted for EC 211.)

EC 240. Statistical Analysis. (3)
Introduction to basic statistical techniques for students in business and economics. Prerequisites: MA 115 or MA 120 and BU 110. I, II, S.

EC 241. Quantitative Analysis. (3)
An introduction to quantitative analysis techniques needed to apply models to actual situa-

tions in business and economics. Prerequisites: EC 201, 202, 240.

EC 311. Intermediate Macroeconomics. (3)
Expansion of principles of macroeconomic concepts, theories, and models. Prerequisite: EC 201, 202.

EC 312. Intermediate Microeconomics. (3)
Expansion of principles of microeconomic concepts, theories, and models. Prerequisites: EC 201, 202, 241 (or concurrent enrollment in 241). I, odd years.

EC 361. Money and Banking. (3)
Investigation of the money, credit, and banking structure and money's influence on the national economy and foreign exchange. Prerequisite EC 201, 202.

EC 380. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

EC 382. International Economics. (3)
An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisites: EC 201, 202. Every 3rd semester.

EC 490. Directed Studies in Economics. (1-6)
Study of an approved topic not parallel with the content of another course.

EC 499. Economics Seminar. (1-3)
Study of contemporary economic issues. Prerequisite: Senior standing.

Education (ED)

PROGRAMS FOR TEACHER EDUCATION, APPROVED BY THE STATE OF MISSOURI ARE:

Elementary 1-6
Art Education K-12
Business Education 9-12
English Education 9-12
Mathematics Education 9-12
Middle School 5-9
Social Studies (History) Education 9-12
Speech/Theater Education 9-12
Special Education: K-12
  Behavior Disorders
  Learning Disabilities
  Mental Handicaps
  Cross Categorical
Unified Music (Vocal/Choral) K-12
Unified Science 9-12
  (Biology or Chemistry Endorsement must be specified)

Major Criteria

A. Criteria for Admission to the Education Major, the Secondary Education Minor, and Teacher Certification.

1. Admission to the College.

2. Attainment of Missouri's basic education competency requirement which is attainment of a passing score on each subtest of the College Basic Academic Subjects Examination (C-BASE).

   The C-BASE can be attempted a total of three times. In addition, the student must submit scores on either the Scholastic Aptitude Test (SAT) or the American College Test (ACT) if applicable. (See Teacher Education Handbook.)

3. Completion of at least sixty (60) semester hours of college work.

4. Completion of at least twelve (12) semester hours of professional education courses at Avila College for elementary and special education students; six (6) hours for middle school and secondary education minors.

5. Attainment of a cumulative grade point average of at least 2.5 (on a 4.0 scale), for all college work.

6. Attainment of a cumulative grade point average of at least 3.0 (on a 4.0 scale), for all education courses with no grade below a C. (2.0).

7. A grade of "C" (2.0) or better in the following courses or their equivalents: English Composition I, English Composition II, Communication, and Finite Math or College Algebra.

8. Favorable recommendation of performance in activities for ED 185 Education Practicum including mentor and instructor evaluation.

9. Favorable written recommendation from an Avila faculty member in a department other than education.

10. Evidence of good character, positive attitude, and dedication to the ethics of the teaching profession, based on written evaluation of practicum supervisor, Avila faculty member in department outside of education, and education faculty member(s).

B. Criteria for Completion of the Bachelor of Science degree in Education, Special Education, Middle School and the Secondary Education Minor.

Students completing a minor in Education must meet the computer competency for the major area.

1. Completion of all the general degree requirements as stated earlier in this catalog.

2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).

3. Achievement of a minimum GPA of 3.0 for all courses in major required for state certification and also a minimum grade of "C" (2.0) in all courses required for the major. A course may be repeated once to improve the grade earned.

4. Successful completion of the Praxis Testing Program: The Specialty Exam is required for Missouri certification. If Kansas certification is desired, completion of the Pre-Professional Skills Test and the Professional Knowledge section of the Praxis is necessary.

5. To fulfill the college core as well as to meet state certification requirements for Elementary, Middle and Special Education majors, the following courses should be completed:
   a. **Humanities**
      English Composition-6 hours
      Communication-3 hours
      Art or Music elective-3 hours
      Literature-3 hours
      Philosophy and Theology-9 hours (in two areas)
      Total-24 hours in six areas

   b. **Social and Behavioral Sciences**
      American History course-3 hours
      American Government course-3 hours
      Economics elective-3 hours
      Sociology or Anthropology elective-3 hours
      World Geography-3 hours
      Total-15 hours in five areas

   c. **Natural Sciences and Mathematics**
      College Algebra or Finite Mathematics-3-4 hours
      Biological Science with lab-4 hours
      Physical Science with lab-4 hours
      Total-11-12 hours in three areas
      Middle School majors are also required to take an additional 3 hour math course.

   d. **Concentration**
      A 21-hour concentration of courses in a related content teaching field is required for Elementary and Special Education majors. A concentration in Humanities is automatically achieved by fulfilling the core requirements.

   e. **Elementary Education and Special Education majors need the following courses in addition to the core:**
      MA 305 - Geometry for Elementary Teachers-3 hours
      MA 306 - Methods of Math for Elementary Teachers-3 hours

   f. In addition, all degree seeking students must have two Level III courses (one of which may fulfill a philosophy or theology requirement) and the Senior Level IV one hour experience.

To fulfill the college core as well as meet state certification requirements for the **Secondary Education minor**, the following courses should be completed:

Composition - 6 hours
Communication - 3 hours
Art or Music course - 3 hours
Literature - 3 hours

Philosophy and Theology - 9 hours (in two areas)
American history course - 3 hours
American government course - 3 hours
Sociology course - 3 hours
College level math course - 3-4 hours
Biological Science
Physical Science
(One of the science courses must have a laboratory component.)

In addition, all degree seeking students must have two Level III courses (one of which may fulfill a philosophy or theology requirement) and the Senior Level IV one hour experience.

6. Completion of the following education courses for the specific majors or minor is required in addition to the general degree requirements:

a. Elementary:
ED 185, ED 205; ED 212, 225, 230, 235, 245, 287, 310, 320, 327, 337, 340, 365, 370, 385, 417, 495 and PY 220.
NO MINOR IS OFFERED

b. Special Education:
For all Majors: ED 185, 205, 212, 225, 230, 235, 245, 287, 310, 320 or CS 110, 327, 337, 340, 361, 363, 365, 367, 370, 385, 417, 495, and PY 220.

For a particular area of emphasis:
- Behavior Disorders (BD) ED 350, 355, 495
- Learning Disability (LD) ED 351, 356, 495
- Mental Handicap (MH) ED 352, 357, 495
- Cross Categorical ED 353, 358, 495

NO MINOR IS OFFERED

c. Middle School Education:
Students preparing to teach at a middle school level (grades 5-9) complete both education courses and courses in the content areas. Avila College offers four different content **concentration** areas;
Language Arts
Mathematics
Science
Social Studies
and three different content **endorsement** areas;
Business Education
Drama
Speech

The middle school major must choose among the following:
1. Two areas of concentration with a minimum of 21 hours in each of two of the concentration areas above.
2. One area of concentration with a minimum of 24 hours, plus one area of endorsement with a minimum of 21 hours.
3. One area of concentration with a minimum of 30 hours in one of the concentration areas above.

Because of the integrative nature of middle school teaching, students are encouraged to choose option 1 or 2 above.

For the middle school major, the following education courses are required: ED 185, PY 220, ED 235, 287, 289, 312, 327, 375, 417, 453, 495.

The courses required for each option in the content area are listed below:

CONCENTRATIONS:

Language Arts
1. A student seeking certification in language arts (grades 5-9) content in combination with another content concentration area must complete: ED 327, ED 230, ED 377, EN 112, EN 271, EN 351; and one of: EN 213, EN 231, EN 233; and one of EN 241, EN 242, EN 275. Courses must be completed with a grade of "C" or better. (21 hours)
2. A student seeking certification in language arts (grades 5-9) and endorsement in another area must complete: ED 327, ED 230, ED 377, EN 112, EN 271, EN 351; and one of: EN 213, EN 231, EN 233; and two of: EN 241, EN 242, EN 275. Courses must be completed with a grade of "C" or better. (24 hours)
3. A student seeking certification in language arts only (grades 5-9) and no other concentration or endorsement must complete: ED 230, ED 327, ED 377, EN 112, EN 241, EN 242, EN 271, EN 351; and one of: EN 213, EN 231, EN 233; and two of: EN 261, EN 263, EN 275, EN 281. Courses must be completed with a grade of "C" or better. (30 hours)

Social Studies

1. A student seeking certification in Social Studies (grades 5-9) content in combination with another content concentration area must complete: ED 455, HI 111, HI 112, HI 121, HI 122,, and two electives in U.S. History chosen from 300 level history courses; and GG 101. Courses must be completed with a grade of "C" or better. (21 hours)
2. A student seeking certification in social studies (grades 5-9) and endorsement in another area must complete: ED 454, HI 111, HI 112, HI 121, HI 122; and two electives in U.S. History chosen from 300 level history courses; and one elective in European or non-Western History chosen from 300 level history courses; and GG 101. Courses must be completed with a grade of "C" or better. (24 hours)
3. A student seeking certification in social studies (grades 5-9) and no other concentration or endorsement must complete: ED 454, HI 111, HI 112, HI 121, HI 122; and two electives in U.S. History chosen from 300 level history courses; and one elective in European History chosen from 300 level history courses; and one elective in non-Western History; and GG 101; and one elective in Social Science other than history chosen from SO/PY/ED/AN. Courses must be completed with a grade of "C" or better. (30 hours)

Mathematics

1. A student seeking certification in mathematics (grades 5-9) in combination with another content concentration area must complete: MA 115, MA 120, MA 121, MA 155, MA 170, MA 305, and MA 306. Courses must be completed with a grade of "C" or better.
2. A student seeking certification in mathematics (grades 5-9) and endorsement in another area must complete: MA 115, MA 120, MA 121, MA 155, MA 170, MA 305, MA 306, and MA 380 (Topics in middle school math). Courses must be completed with a grade of "C" or better.
3. A student seeking certification in mathematics (grades 5-9) and no other concentration or endorsement must complete: MA 115, MA 120, MA 121, MA 155, MA 210, MA 225, MA 305, MA 306, and MA 330. Courses must be completed with a grade of "C" or better.

Science

1. A student seeking certification in science (grades 5-9) in combination with another content concentration must complete: ED 340, and one of: BI 110, BI 211, BI 212; and one of: CH 115, CH 131; and one of: PH 117, PH 232; and all of: NS 211, NS 200 level elective, NS 311. Courses must be completed with a grade of "C" or better. (22-24 hours)
2. A student seeking certification in science (grades 5-9) and an endorsement in another area must complete one of: BI 110, BI 211, BI 212; and one of: CH 115, CH 131; and one of: PH 117, PH 232; and all of: NS 211, NS 221, NS 311; and BI/CH/NS/PH 200 level elective (if needed). Courses must be completed with a grade of "C" or better. (24-27 hours)
3. A student seeking certification in science (grades 5-9) and no other concentration or endorsement must complete: ED 340; and one of: BI 110, BI 211, BI 212; and one of: CH 115, CH 131; and one of: PH 117, PH 232; and all of: NS 211, NS 221, NS 311, NS 231 or NS 250; and BI/CH/NS/PH 200 level elective (if needed). Courses must be completed with a grade of "C" or better. (30-32 hours)

ENDORSEMENTS

Endorsements must be combined with one of the four available concentrations. The concentrations must be taken for a minimum of 24 hours.

Endorsements are 21 hours and are available in 3 listed areas:

Business Education: AC 201, CS 108, CS 110, EC 380, ED 320, Programming course, Keyboarding/Word Processing course; and Business elective (either AC 202 or BU 340 are suggested).

Speech: CO 110, CO 181, CO 125, CO 211, CO 217, CO 225, and CO 391.

Drama: TR 223, TR 251, TR 253, TR 271, TR 272, TR 281, and TR 324.

d. Secondary Education:
No Major is offered.

Students preparing to teach on the secondary level, major in the teaching field and minor in secondary education. This minor includes requirements for state teaching certificate.

Certificates to teach at the secondary level are offered in ART, BUSINESS, ENGLISH, MATHEMATICS, SOCIAL STUDIES, SPEECH/THEATER, UNIFIED SCIENCE, (BIOLOGY OR CHEMISTRY) and UNIFIED MUSIC-VOCAL/CHORAL.

For the Education Minor, the following courses are required: ED 185; ED 225 or PY 220, ED 235, 245, 287, 315, 366, 375, 419, 455, 495

Formal, approved admission to any Teacher Education Program is earned by successful completion of criteria outlined in the Teacher Education Handbook.

The student seeking teacher certification compiles a preprofessional portfolio as he/she progresses through the course of study. The portfolio is reviewed by the education advisor prior to acceptance for student teaching. The portfolio is reviewed as a final product by the Director of Teacher Certification following completion of student teaching.

The preprofessional portfolio is completed to demonstrate that the student knows and is able to perform successfully in ten different performance standard areas. The portfolio is introduced in the first education classes and in ED 185 Practicum. It is the student"s responsibility to organize and complete the portfolio as a part of his/her educational program at Avila College.

EDUCATION COURSES (ED).

ED 101. Strategies for Academic Success. (3)
Provides the basis necessary to help students achieve their academic potential in college-level courses in all fields. Major topics include organizational and analytical skills, reading comprehension, communication skills, vocabulary enrichment, research practices, effective study techniques, goal setting, assertiveness training, and time and stress management. I, II.

ED 185. Practicum. (3)
Elementary, BD, LD, MH Cross Categorical, middle and secondary depending on major. Pre-service experience of six (6) full days in two different classrooms off-campus for a total of twelve (12) full days for the semester. Assisting in activities with mentor teachers serves as an early screening process for elementary, special education, middle and secondary prospective teachers. Course requires an additional two-hour visit to a unique educational program off-campus, weekly on-campus meetings, course readings and reflective writing. This course is an important part of entry to the Education Department. It may be repeated one time. Developmental recommendations may be made as a result of this course. *Practicum can only be taken at Avila College. Credit for taking this course at another institution will not be accepted.* I, II.

ED 205. Creative Activities. (3)
Activities presented and practiced to enrich and enhance teaching of academic subjects through the use of music, art and drama activities. It also serves to give the beginning teacher skills in building confidence and the ability to help children express themselves in a variety of creative ways. I, II, S.

ED 212. Health and Physical Education for Elementary Students. (3)
Integration of physical activity into the classroom setting. The role of physical education and the physical education teacher and how together they can improve children's physical fitness. Also integrates the teaching of health and physical fitness as part of lifelong wellness. I, II, S.

ED/PY 225. Educational Psychology. (3)
An in-depth exploration of learning and motivation theory, cognitive, moral and psychosocial development. Additional topics include a self-study, an examination of social-emotional difficulties of children, and the influence of classroom environment on learning. I, II, S.

ED 230. Children's Literature. (3)
Examination of children's books; criteria for selection and evaluation of these books; relation of literature to the reading program and to children's needs, abilities, and interests and the integration of literature across the curriculum. I, S, even years.

ED/PY 235. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to the various areas of exceptionality (gifted, mentally handicapped, learning disabled, behavior disordered, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, II, S.

ED 245. Tests and Measurements. (3)
A study of the role of evaluation in the instructional process, preparation of outcomes objectives, and basic statistical concepts and common terminology related to educational measurement. Practice in developing and administering classroom tests is provided as well as information regarding commonly used formal tests in school districts. I, II.

ED 287. Educational Foundations. (3)
Examination of American education including philosophical, historical and social foundations, teaching as a profession, recent innovations, diversity and critical issues. Prerequisite: Completion of one English composition course with a grade of "C" or better and sophomore status. I, II, S.

ED 289. Middle School Philosophy, Organization and Curriculum. (3)
The philosophical, organizational and psychological beliefs necessary to create effective learning environments for early adolescents. Special attention will be given to the developmental characteristics of students between the ages of ten and fifteen. II.

ED 310. General Methods and Observation in the Elementary School. (4)
Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of C-BASE, ACT/SAT on file if required. *General Methods can only be taken at Avila College. Credit for taking this course at another institution will not be accepted.* I, II.

ED 312. Teaching at the Middle Level. (3)
Content and practice in providing developmentally appropriate learning experiences for middle grade students. Many experiences in teaming and cooperative learning will be provided. Prerequisite: ED 289 and successful completion of all sections of C-BASE, ACT/SAT on file if required. I.

ED 315. General Methods and Observation in the Secondary School. (4)
Theories and principles of pedagogy; developing and writing objectives in three instructional domains; steps in lesson planning; selection and application of appropriate procedures, methods, and techniques; exploration of learning styles, trends, and issues. Observations required. Prerequisites: Successful completion of all sections of C-BASE, ACT/SAT on file if required. *General Methods can only be taken at Avila College. Credit for taking this course at another institution will not be accepted.* I, II.

ED 320. Microcomputers in Education. (3)
Includes word processing and database activities, other forms of recordkeeping, an introduction to Hypercard, and other uses of computers in schools. Can be taken for Graduate credit as ED 520 by certification students. I, II, S.

ED 327. Reading and the Language Arts. (5)
The foundations of reading instruction and how these are integrated into a whole language philosophy of oral and written language development. Objectives, strategies and theories of teaching reading and language arts in the elementary and middle school classroom. **Meets the Communication Intensive course requirement in the major.** For elementary and special education majors there is a co- or prerequisite of ED 310. I, II.

ED 337. General Methods and Observations II. (4)
Different instructional models based on concept formation, inquiry and diversity. Theories and principles of pedagogy are discussed in general and applied specifically to the teaching of social studies in the elementary and middle school classroom. Application of classroom management theory is also examined. Observations required. Attendance during one weekend also required. Fee required. Prerequisite: ED 310. I, II.

ED 340. Elementary/Middle School Science Methods. (2)
Methods for planning units of study in science. Experiments, cooperative group work and alternative ways of presenting material in the area of science. Co- or Pre-requisite: ED 310. I, II.

ED 350. Analysis and Characteristics: Behavior Disorder. (3)
Exploration of the theories and characteristics of behavior disorders, including legal implications, identification and diagnosis. Observations required. Prerequisite ED 235. I, even years.

ED 351. Analysis and Characteristics: Learning Disability. (3)
Same course content as ED 350, except with reference to children with learning disabilities. Observations required. Prerequisite: ED 235. I, even years.

ED 352. Analysis and Characteristics: Mental Handicap. (3)
Same course content as ED 350, except with reference to children with mental handicaps. Observations required. Prerequisite: ED 235. I, even years.

ED 353. Analysis and Characteristics: Cross Categorical (4)
Exploration of the theories and characteristics of behavior disorders, learning disabilities, mental handicaps, and physical orthopedic and health disorders. Theories and practices of cross-categorical placements will be studied. Legal implication, identification procedures, and diagnosis procedures will be discussed. Prerequisites: ED 235, ED 310, ED 327. I.

ED 355. Methods and Curriculum: Behavior Disorder. (3)
Selection of appropriate teaching methods and materials applicable for teaching children with behavior disorders in school settings; administration of diagnostic tests. Practicum required. Prerequisite: ED 350. II, odd years.

ED 356. Methods and Curriculum: Learning Disability. (3)
Same course content as ED 355, except with reference to children with learning disabilities. Practicum required. Prerequisite: ED 351. II, odd years.

ED 357. Methods and Curriculum: Mental Handicap. (3)
Same course content as ED 355, except with reference to children with mental handicaps. Practicum required. Prerequisite: ED 352. II, odd years.

ED 358. Methods and Curriculum: Cross Categorical. (4)
Selection of appropriate teaching methods and materials applicable for teaching children in cross-categorical settings will be the focus of study. Prerequisite: ED 353. II.

ED 361. Speech and Language Problems of Exceptional Children. (3)
Exploration of speech and language problems associated with exceptional children; normal speech and language development, indication for referral, and educational techniques. II, even years.

ED 363. Educational Assessment. (3)
An analysis and study of selected topics pertinent to the assessment of educational functioning. Emphasis will be on diagnostic assessment, both formal and informal, to aid in the diagnosis and treatment of learning problems occurring in special education settings, with the mainstreamed child, or with children needing individualized programming in regular classrooms. Students will administer and interpret several of the currently used assessment instruments. Fee required. II, odd years.

ED 365. Parent Conferencing for Elementary and Special Education Teachers (2)
Methods in the conferencing situation; emphasis on developing a partnership with parents of children and family-focused interactions. II.

ED 366. Parent Conferencing for Secondary Teachers (1)
Methods for communicating with parents of the high school student. Involvement of the family in the school community is stressed. I.

ED 367. Transition/Career Education. (2)
Methods for helping the exceptional child successfully make the transition from school to competitive employment with emphasis on appropriate transition goals and objectives. Legal and ethical considerations are explored. I, odd years.

ED 370. Assessment and Remediation of Reading Problems. (3)
Selection of methods and materials designed to aid children with various problems in reading; emphasis upon typical problems; diagnostic teaching and remediation procedures. Taken concurrently with ED 385. Prerequisite: ED 327. I, II.

ED 375. Reading in the Content Areas. (3)
Selection and adaptation of materials to aid students in reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; techniques for dealing with the challenged reader. Prerequisite: ED 310, 312 or ED 315 can be taken for Graduate credit as ED 675 by certification students. I, II, S, even years.

ED/EN 377. Adolescent Literature. (1-3)
Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary education students, but open to all students. Prerequisite: one lower level literature course.

ED 380. Special Topics. (1-3)
Specific topics relevant to the field of education will be analyzed. Each offering concerns a single contemporary issue. I, II, S.

ED 385. Reading Practicum. (2)
Supervised reading practicum with elementary student(s). Prerequisite: ED 327; taken concurrently with 370. I, II.

ED 390. Directed Study. (1-3)
Opportunity for the student to study a topic of interest in depth. Consent of instructor required. I, II, S.

ED 417. Behavior Management: Theories & Techniques-Elementary/ Middle School. (3)
Theories, techniques and current research concerning behavior management in elementary classrooms and related clinical settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. Can be taken for Graduate credit as ED 517 by certification students. I, II, S.

ED 419. Behavior Management: Theories and Techniques-Secondary. (3)
Theories, techniques and current research concerning behavior management in secondary classrooms and related settings. The emphasis is on a proactive, integrated method of discipline. By the end of the course, each student will have produced his/her own discipline plan. Can be taken for Graduate credit as ED 519 by certification students. I, II, S.

ED 453. The Middle School Teacher: Skills, Knowledge and Attitudes. (3)
The knowledge, skills and attitudes necessary to exhibit competencies to teach in an organization that stresses collaboration and teamwork. The course will provide students, through a simulated interdisciplinary experience, the opportunities to share in planning integrated learning experiences, scheduling students through flexible grouping arrangements and incorporating advising into the total school program. Prerequisite: ED 289. I.

ED 455. Special Methods of Teaching Content Subjects. (2)
Methods and procedures special to the content areas of middle and secondary teaching. I, II.

ED 495. Student Teaching: Elementary, Special, Middle, Secondary. (8-10)
Pre-professional experience in a classroom setting; supervision and guidance shared between the cooperating teacher and the college supervisory staff. Includes seminars held on campus. By application four months in advance of registration date. **Meets the Capstone course requirement in the major.** Prerequisites: admittance to Education department, major and minor requirements completed. Attendance at required pre-student teaching meeting. Fee required. I, II.

ED 498. Independent Research. (1-3)
An arranged course, an investigation of a special research problem in an area not covered in regular courses. Open to seniors only. Consent of instructor required. I, II.

English (EN)

Major:

The candidate for the Bachelor of Arts degree in English must complete all the general degree requirements as stated earlier in this catalog and demonstrate competence through one year (6 credit hours) of college-level foreign language.

In addition, the candidate must complete the following Major requirement of 36 hours after EN 112-English Composition II (or its equivalent) has been completed successfully:

EN 341 Introduction to Literary Criticism (3)
EN 351 Modern Grammar & Linguistics (3)
EN 371 Shakespeare (3)
EN 499 Senior Seminar (3)

SIX HOURS OF AMERICAN LITERATURE
EN 241 American Writers I (3)
EN 242 American Writers II (3)
EN 271 African-American Literature (3)
EN 313 American Drama (3)
EN 445 Studies in American Literature (3)
EN 380 or 480 Special Topics - American Topics Only (3)

SIX HOURS OF BRITISH LITERATURE
EN 251 British Writers I (3)
EN 252 British Writers II (3)
EN 411 Restoration and Eighteenth-Century Literature (3)
EN 421 Romantic Literature (3)
EN 431 Victorian Literature (3)
EN 441 Twentieth-Century British Literature (3)
EN 380 or 480 Special Topics - British Topics Only (3)

SIX HOURS OF CULTURAL STUDIES
EN 261 The Short Story (3)
EN 263 The Novel (3)
EN 271 African-American Literature (3)
EN/WS 275 Women & Literature (3)
EN 311 Modern Drama (3)
EN 425 Studies in Ethnic Literature (3)

THREE HOURS OF ADVANCED WRITING
EN 213 Advanced Composition (3)
EN 231 Poetry Writing (3)
EN 233 Fiction Writing (3)
EN 321 Playwriting (3)

THREE HOURS OF ELECTIVES

Any English courses at the 200 level or above or communication writing courses. (CO 125, 215, 216, 317, 319).

At least 18 hours of the major courses must be at the 310 level or above. Majors must earn a grade of "C" or above in all major courses.

Computer competency will be demonstrated by successful completion of CS 110.

Student Teaching and Senior Seminar may not be taken at the same time.

Minor: 18 hours after completion of EN 112-English Composition II (or its equivalent):

EN 371 Shakespeare (3)
THREE hours of American Literature
THREE hours of British Literature
THREE hours of Cultural Studies
SIX hours of additional English courses, 200 or above.

At least nine (9) of the minor hours must be at the 310 level or above.

English Education: A program in English Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. One additional writing course is required and EN 361 History of the English Language is also required. A Middle School major with a concentration in language arts is also available. See Education section for Education requirements.

ENGLISH COURSES (EN).

EN 95. Fundamentals of Writing. (3)
Intensive review of grammar, correct usage, sentence structure, paragraph structure, punctuation and spelling, along with vocabulary development and essay structure. Written assignments discussed individually. Does not satisfy core requirements or count toward degree program. I, II.

EN 111. Composition I. (3)
Extensive practice in expository writing with emphasis on organization and methods of paragraph and essay development. Introduction to research writing. Practice in correct grammar

and usage, punctuation, and spelling stressed as necessary for clear, effective written communication. I, II. CORE-I.

EN 112. Composition II. (3)
Continued practice in expository writing with emphasis on longer, well-developed essays. Stresses analytical thinking and development of a mature writing style. Grammar, usage, punctuation, and spelling reviewed as needed. Research paper. Prerequisite: EN 111. I, II. CORE-I.

EN 213. Advanced Composition. (3)
Advanced practice in techniques of writing. Recommended course for English majors who minor in Secondary Education. Prerequisite: EN 112.

EN 231. Poetry Writing. (3)
Techniques and practice in writing poetry. Topics include language, figures of speech, versification, analysis, etc. In-class analysis of all student work.

EN 233. Fiction Writing (3)
Techniques of writing fiction. Topics include language, point of view, characterization, plotting, dialogue, description, etc. In-class analysis of student work.

EN 241. American Writers I. (3)
The best of American writers from the Colonial period through the Civil War, such as Native American authors, Bradstreet, Wheatley, Franklin, Irving, Douglas, Hawthorne, Poe, Melville, Emerson, Thoreau, Dickinson, and Whitman.

EN 242. American Writers II. (3)
The best of American writers since the Civil War, such as Twain, James, Harris, Jewett, Chopin, Wharton, Hemingway, Faulkner, Frost, Eliot, Walker, Ellison, Baldwin, O'Connor, Cather, Porter, Plath, Jones, and Oates, among others.

EN 251. British Writers I. (3)
Major works from the Old English period to the Eighteenth Century, with background and history of each period. Includes Beowulf, Chaucer, Everyman, Shakespeare, Donne, Milton, Pope, Johnson, and Goldsmith, among others.

EN 252. British Writers II. (3)
Major works from the Romantic period to Modern times, with background and history of each period. Includes Wordsworth, Coleridge, Keats, Charlotte Bronte, Dickens, George Eliot, Hardy, Pinter and Weldon, among others.

EN 261. The Short Story. (3)
Selected masters of the short story from Poe and Hawthorne to contemporary authors, including women, African Americans, and various other cultural representatives. The course focuses on American writers, but includes European, Latin American, Asian American, African American, and Native American as well as others, some in translation. The short story as a genre and the place of these writers in their culture and civilization will be emphasized. I, II. CORE-II.

EN 263. The Novel. (3)
Significant novels primarily from the 20th century, although earlier works may be included. Novels will represent a diversity of styles and cultures from around the world as well as American minorities, including such cultures as Latin American, Native American, Asian American, African American, etc. Focus on the novels' structure and patterns of meaning to develop understanding of diversity and awareness of others. Includes such authors as Toni Morrison, Gloria Naylor, Isabel Allende, Amy Tan, and Louise Erdrich. II. CORE-II.

EN 271. African-American Literature. (3)
A survey of fiction and non-fiction by 19th and 20th-century African-American writers. Among the topics considered is the struggle of black writers to articulate self and voice against the cultural ground of racial stereotyping. Includes works by Harriet Jacobs, Frederick Douglas, W.E.B. DuBois, Zora Neale Hurston, Langston Hughes, Ralph Ellison, Chinua Achebe and Toni Morrison. II. CORE-II.

EN/WS 275. Women and Literature. (3)
An introduction to a wide range of women's experiences as represented in world literature. In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. I. Core-II.

EN 281. Mythology. (3)
Mythologies of the world as a background for understanding and appreciation of cultures and literature. Emphasis on world mythology.

EN/GS 302. Images of Aging in Literature. (1)
Consideration of various texts that portray aging, and issues and concerns of old age. Included are several texts such as King Lear, The Picture of Dorian Gray, The Old Man and the Sea, and "Dr. Heidigger's Experiment." Weekend format.

EN 311. Modern Drama. (3)
Plays of modern dramatists, including Ibsen, Shaw, Pirandello, Eliot, Sartre, Beckett, Pinter, and Ionesco, among others. Includes world dramatists – African, American, Asian, European. Prerequisite: one lower level literature course.

EN 313. American Drama. (3)
Survey of American drama focusing on 20th-century dramatists. Prerequisite: one lower level literature course.

EN 321. Playwriting. (3)
Basic technique of writing for the stage. Prerequisite: permission of instructor.

EN 341. Introduction to Literary Criticism. (3)
Survey of the history of literary criticism, beginning with classical Greek thought and ending with post-structuralism. Focus on a specific literary work in relation to a wide range of analytical methods such as formalism, reader response, feminism, Marxism, New Historicism, and poststructuralism. Formulation and reformulation of personal views on the purpose and effect of literature, and experimentation with different analytical methods. **Meets the Communication Intensive course requirement in the major.** Prerequisite: One lower level literature course.

EN 351. Modern Grammar and Linguistics. (3)
With traditional grammar as a foundation, linguistic approaches to the study of language and usage. Includes semantics, syntax, phonology, morphology, and language variation (dialects). Prerequisite: EN 112.

EN 361. History of the English Language. (3)
Historical development of the English language from its beginnings to the present. Basic grammatical principles to deepen understanding of contemporary grammar. Prerequisite: EN 112.

EN 371. Shakespeare. (3)
Major plays of Shakespeare, including the comedies, histories, and great tragedies. Prerequisite: one lower-level literature course.

EN/ED 377. Adolescent Literature. (1-3)
Study of adolescent literature, how to analyze and teach it, ways to incorporate literature in middle school and secondary classrooms. Primarily for middle school and secondary education students, but open to all students. Prerequisite: one lower level literature course.

EN 380. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: one lower-level literature course.

EN 411. Restoration and 18th-Century Literature. (3)
Writing of the Restoration and Eighteenth Century; includes writers such as Dryden, Pope, Swift, Addison, and Johnson. Prerequisite: two literature courses.

EN 421. Romantic Literature. (3)
Major trends of Romanticism in literature; includes writers such as Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Mary Shelley, and DeQuincey. Prerequisite: two literature courses.

EN 425. Studies in Ethnic Literature (3)
Variable content focusing on a particular Ethnic literature, such as Native American, Latin American, Asian, Jewish, or any other ethnic group in the world. In-depth study Prerequisite: two literature courses.

EN 431. Victorian Literature. (3)
Significant literary movements within the period; includes writers such as Tennyson, Browning, Arnold, Darwin, George Eliot, Dickens, Hopkins, and Hardy. Prerequisite: two literature courses.

EN 441. 20th-Century British Literature. (3)
Selected 20th-century British writers with emphasis on modern techniques; includes writers such as Woolf, Eliot, Lawrence, Forster, and Drabble, among others. Prerequisite: two literature courses.

EN 445. Studies in American Literature. (3)
Variable content, focusing on particular writer(s), theme(s), or movement(s) in American literature. In-depth study, seminar format. Topics may include American Romanticism, Realism, Naturalism, or Humorists; The Lost Generation; Poe and Hawthorne; Twain and Faulkner; Hemingway and Fitzgerald; Women in American Literature; the Harlem Renaissance; Native American Writers. This course may be taken under different topics as many as two times. Prerequisite: two literature courses.

EN 480. Special Topics. (1-3)
Selected topics to be determined by the department. Prerequisite: two literature courses.

EN 490. Directed Studies. (3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: permission of department.

EN 499. Senior Seminar. (3)
Capstone course for English majors and minors involving a critical research project to be completed and presented before peers and faculty. Reading and discussion of major literary works and/or figures of world literature. **Meets the Capstone course requirement in the major.**

ESL Studies (EL)

No Major or Minor is offered.

There is more than one level for each language skill in English as a Second Language (ESL). Class placement is determined by tests administered in the Student Resource Center prior to each semester.

ESL COURSES (EL).

EL 41, 42 ESL – Grammar & Writing. (3)
Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, verb tenses, and articles. Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Emphasis on writing needed in a university/college level setting. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II. S.

EL 51, 52 ESL – Speaking, Listening & Reading. (3)
Practice and development of fluency and pronunciation skills through pair and group work as well as listening exercises. Reading development through vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II. S.

EL 61, 62, 63 ESL – Speaking and Listening (3)
Practice and development of fluency, vocabulary, and pronunciation skills through pair and group work as well as listening exercises. Common idioms and slang used in United States society. Emphasis on English needed to function in a university/college classroom. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 71, 72, 73 ESL – Reading and Vocabulary (3)
Development of vocabulary, speed reading, summarizing, skimming, finding the main idea, and reading comprehension. Emphasis on material about United States culture as well as academic readings. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 81, 82 ESL – Grammar (Structure) (3)
Focus on grammar essential in speaking and writing such as sentence structure, clauses, phrases, tense, and articles. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

EL 91, 92, 93 ESL – Writing (Composition) (3)
Proper techniques needed to write paragraphs and essays emphasizing organization and methods of development. Compositions of description, definition, narration, comparison/contrast, classification, analysis, and persuasion. Punctuation and grammar stressed as necessary. Major written assignments discussed individually. Prerequisite: testing to determine appropriate placement level. (Class may be repeated.) I, II.

Freshman Seminar (FS)

No Major or Minor is offered.

FRESHMAN SEMINAR COURSES.

FS 101 Freshman Seminar (1)
First-year college students examine skills and issues which help them to be successful in college. Topics such as health and wellness, time management, study skills, cultural diversity, and interpersonal relationships are explored through inventories, journal writing, and class discussion. Required of all first-time, full-time freshmen and offered only on a CR/NC basis.

General Studies (LA)

The major in General Studies is multidisciplinary offering the student a choice of two concentration areas: Humanities or Social/ Behavioral Sciences. The major is designed for those students who have an interest in several disciplines.

Bachelor Degree

The candidate for the Bachelor of Arts degree in General Studies must complete all the general degree requirements as stated earlier in this catalog.

In addition to the general education core requirements, the following Major requirements must be completed.

Major:

LA 499 and completion of a concentration in Humanities or a concentration in Social/ Behavioral Science.

Humanities Concentration:

12 hours philosophy/theology including PL 111 and TH 117; 12 hours art, music and theater with one course each from Level II Core courses in Art, Music and Theater; 12 hours (4 semesters) foreign language – may be in two foreign languages; 9 hours history including HI 111, 112 OR HI 121, 122; 9 hours communication including CO 110, CO 225; 6 hours English Composition EN 111, 112 or 213; 9 hours literature including 3 hours American literature and 3 hours non-U.S. literature. Demonstrated competency through 12 hours of college work in the same or two foreign language(s).

Three hours of the electives selected from the humanities areas listed above must be upper division and designated Communication Intensive.

Computer competency will be demonstrated by successful completion of CS 110.

Social/Behavioral Sciences Concentration:

Core Requirements: LA 101; AN 121; AN/SO 122*; EC 211*; PS 120*; PY 101*; SO 101*; Statistics: one of the following (EC 240, MA 155, PY/SO/PS 230) (3 credits). Demonstrated competence through two semesters (6 hours) of the same foreign language at the college level.

*These courses will also satisfy general college core requirements in Level II, F and G.

Computer competency will be demonstrated by successful completion of CS 110, or PY/SO 231.

Social/Behavioral Science Emphasis Areas:

Required: Select two from the six social/behavioral science areas listed below:

Anthropology: 18 hours including AN 121 (3), 122 (3), 221 (3-6), 451 (3), AN electives (3-6).

Economics: 18 hours. See advisor for specific requirements.

History: 18 hours including HI 111 and 112 or HI 121 and 122 (6), 323 or 324 or 325 (3), American HI elective (3), 364 or 365 (3), World/European HI elective (3).

Political Science: 18 hours including PS 120 (3), 231 or 332 (3), 340 (3), 341 (3), PS electives (6).

Psychology: 18 hours including PY 101 (3), 201 (3), 205 (3), 310 (3), 316 (3), PY elective (3).

Sociology: 18 hours including SO 101 (3), 316 (3) Institutions Area (3), Deviance Area (3), Diversity area (3), SO elective (3).

Note: If the sociology and the psychology emphasis areas are chosen, the course Social Psychology will only count for one area. Another elective will have to be chosen to fulfill the 18 hours required for each area of emphasis.

Three hours of the electives selected from the social/behavioral sciences emphasis areas listed above must be upper division and designated Communication Intensive.

GENERAL STUDIES COURSES (LA)

LA 101. Introduction to Social/Behavioral Science Thought. (3)
This course examines the scope/range/diversity of the Social and Behavioral Sciences; the unique contributions of each discipline in understanding and researching human behavior and societal institutions; and the interrelationships between the disciplines. I.

LA 499. Seminar in General Studies (3)
Integrative seminar for General Studies majors designed to allow the student to integrate the perspectives gained in previous courses in their emphasis areas. **Meets the Capstone course requirement in the major.** Prerequisites: Senior Standing. General Studies majors Only. II.

Geography (GG)

No Major or Minor is offered.

GEOGRAPHY COURSES (GG).

GG 101. World Geography. (3)
An introductory survey of the major geographical regions of the world. Emphasis on the interaction between humans and their environment and on the contrasts between developed and less developed regions. No prerequisite. I, II.

German (GE)

No Major or Minor is offered.

GERMAN COURSES (GE)

GE 111, 112. German I, II. (3, 3)
Learning of structure, vocabulary, and pronunciation, with practice in listening, speaking, writing, and reading. Ability to communicate on an elementary level. Prerequisite: GE 111 or its equivalent, for GE 112.

GE 213, 214. German III, IV. (3, 3)
Continued study of grammar and advanced structures such as relative pronouns, passive voice, and the subjunctive, future, future perfect, and past perfect tenses. Practice in listening, speaking, writing, and reading, including short stories by contemporary authors. Prerequisite: GE 111 and 112 or their equivalent, for GE 213; and GE 213 or its equivalent, for GE 214.

Gerontological Studies (GS)

Gerontological Studies is a multidisciplinary program offering to a student a variety of programming and credit options which prepares students to work with the elderly in a variety of settings.

There is no major offered in Gerontological Studies. A student may major in Sociology with an emphasis in Social Gerontology. A minor

can be earned in conjunction with a degree (e.g. Social Work, Business, Psychology, Nursing, etc.) In addition, a certificate can be awarded. This certificate can be pursued by non-degree seeking students and degree seeking students.

Minor:
GS 302. (Aging, Individual, & Society); GS 302. (Biological Processes and Aging); GS 302. (Psychology of Aging) plus 10 hours of other GS courses with one course in each area required.

Certificate:
A certificate will be awarded to a student who successfully completes 270 clock hours of C.E.U. credit at Avila College in gerontological studies with at least one course in each of four content areas.

Social Gerontology Emphasis: see Sociology Major.

Content Areas
Area I: Biological and Health Aspects of Aging.
GS 302. Biological Processes and Aging.(2)
GS 302. Aging, Health and Illness.(1)
GS 302. Health Care and Aging.(1)
GS 302. Drugs and Drug Use Among Elderly.(1)
GS 302. Nutrition and Aging.(1)

Area II: Social/Psychological/Humanistic Aspects of Aging.
GS 302. Aging, Individual, & Society.(3)
GS 302. Death and Dying(1)
GS 302. Ethical Issues of Aging.(1)
GS 302. Psychology of Aging.(3)
GS 302. Images of Aging in Film(1)
GS 302. Images of Aging in Literature(1)

Area III: Public Policy Issues.
GS 302. Federal/State Programs for Older Adults(1-3)
GS 302. Crime and Aging.(1-3)

Area IV: Direct Services to Aged and Service Delivery.
GS 302. Working with the Elderly.(1-4)
GS 302. Therapeutic Activities for Older Adults.(1-3)
GS 302. Long-Term Care Administration.(3)
All credit courses can be taken for C.E.U.

GERONTOLOGY COURSES (GS).

GS/BI 302. Biological Processes and Aging. (2)
The purpose of this course is to provide knowledge of the basic biological aspects of aging. Topics will include: developmental processes of aging; effects of aging on cardiovascular system; the brains of older people; age-related structural alterations in balance and hearing; effects on taste and smell; diseases and carcinogenesis among the aging.

GS/PS 302. Long Term Care Administration. (3)
The primary objective of this course is to acquaint the participant with problems unique to the management of extended care facilities. Emphasis will be on practical design and development problems relating to the social, economic and legal dimensions of nursing home administration.

GS/PS 302. Federal/State Programs for Older Adults. (1-3)
An examination of federal and local social and financial programs available to the elderly. Topics include national health insurance, legal services, home health care, strategies for effecting legislative priorities.

GS 302. Images of Aging In Film. (1)
Portrayal of senior adults in film, with an investigation of the lifestyle and depiction of the aging process in film of the past 50 years. Screening of films and discussion of their effects on this segment of society.

GS/PY 302. Psychology of Aging. (3)
Study of the psychological changes and adjustments necessitated by aging. Changes in cognition, role and personality reflecting advancing age. Presentation of current theories and research on aging. II.

GS/PL 302. Death and Dying. (1)
Skills and knowledge to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of their fellow human beings.

GS/PL 302. Ethical Issues of Aging. (1)
Examines various ethical issues relating to aging in contemporary society.

GS/EN 302. Images of Aging in Literature (1)
Deals with diverse attitudes and responses toward aging, as exemplified in novel, poem, drama, and essay.

GS/SO 302. Crime and Aging. (1-3)
The relationship between age and vulnerability to crime, age and fear of crime, and age and criminal behavior.

GS/SO 302. Aging, Individual & Society. (3)
Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society.

GS/AN 302. Aging in Other Cultures. (1-3)
A systematic examination of the variations in aging experienced throughout the world. Some topics which are examined include: the status of the aged, the aged and family life in various cultures, and the aged and work in different societies.

AGING AND HEALTH. (1-4).

GS/SO 302. Aging, Health and Illness. (1)
An examination of the relationship between social behavior and various diseases common among older people. Of particular interest will be topics such as stress, arthritis, diabetes, heart disease and cancer.

GS/SO 302. Health Care and Aging. (1)
This course will review the sociological/demographic literature concerning the experiences of the older person in times of illness. Topics include illness behavior, patient-practitioner relations and various health care problems of the elderly.

GS/SO 302. Drugs and Drug Usage Among the Elderly. (1)
This course examines the use and misuse of drugs in the elderly population with attention to age-related problems and their solution. The problems include drug-induced adverse reactions, non-compliance with a drug regimen, misinformation about drug therapy and abuse of prescription and nonprescription drugs.

GS/HE 302. Nutrition and the Aged. (1)
This course examines the nutritional status of older adults. Special attention will be placed on age-related nutrition problems, their causes and their solutions. Some of the nutrition-related problems include financial constraints, loss of teeth and loss of smell and taste.

THERAPEUTIC ACTIVITIES FOR THE AGED. (1-3).

GS 302. Therapeutic Uses of Art. (1)
This course examines the role of art in activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs for older people.

GS 302. Therapeutic Uses of Exercise and Movement. (1)
Examines the role of exercise and movement in activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs.

GS/TR 302. Therapeutic Uses of Drama. (1)
This course examines the role of drama in the activity and treatment programs for the aged. Of particular emphasis will be various techniques to design effective programs for older people that incorporate drama therapy.

WORKING WITH THE ELDERLY. (1-4)

GS/SW 302. Communication with the Aged. (1)
Examines the aging process and the ability of individuals to adapt to it successfully from a communicative perspective. Included will be the examination of various relational life patterns as well as the impact of physical deterioration upon the ability to continue to communicate in daily life.

GS/SW 302. Group Processes and Techniques. (1)
An examination of group work processes with the aged in various settings and with various types of groups (recreational, social and psychotherapeutic), including leadership skills and techniques.

GS/SW 302. Counseling Older Adults and Families. (1)
A review of the basic intervention principles, skills, and techniques for improving the social functioning of the older adult. Emphasis will be placed upon the importance of including the family system in the provision of such services. Topics will include age-ism, sexual functioning, and the social and emotional effects of the aging process.

GS/SW 302. Working with the Dying Client and Family. (1)
An examination of professional self-awareness and intervention skills and techniques unique to the provision of services to the dying client. Emphasis is placed on total communication within the family system. Topics include: death and the life-span, stages of reaction to death, and hospice, and supportive therapy.

GS/SW 302. Abuse and Neglect of the Aged. (1)
An examination of the nature and extent of aged abuse and neglect, provision of services to and techniques for working with the abused and their families, and the legal safeguards for the aged.

GS/SW 302. Advocacy for the Aged. (1)
An examination of the needs for advocacy for the aged; targets of advocacy, the process of advocacy; and a review of successful advocacy on the local, state, and national levels.

Health (HE)

No Major or Minor offered.

HEALTH COURSES (HE)

HE 111. Nutrition. (3)
Basic principles of nutrition and the application of these principles to nutritional requirements of the infant, pre-school child, adolescent, and adult. II.

HE 124. Medical Terminology I. (2)
A study of the terminology of diseases, operative reports, pathology, surgical instruments, diagnostic tests, drug groups, and abbreviations, with emphasis on word analysis and definitions. 2 hours lecture per week. Recommended prerequisite BI 220. II.

HE/GS 302. Nutrition and the Aged (1)
This course examines the nutritional status of older adults. Special attention will be placed on age-related nutrition problems, their causes and their solutions. Some of the nutrition-related problems include financial constraints, loss of teeth and loss of smell and taste. No prerequisites. Intermittently.

History (HI)

Avila's history program emphasizes the acquisition of a breadth of historical knowledge and the research skills of historical scholarship that encompass the fields of United States and World history. A major in history prepares students for a variety of opportunities. Traditional professions for historians have been teaching in secondary schools, but other possibilities exist in historical preservation, archival work, and museum curatorship. The study of history has also been seen as an appropriate preparation for graduate study in law and information management/library studies.

Major in History (33 semester hours)
Candidates for the Bachelor of Arts degree in History must complete all the general degree requirements as stated in the college catalog. In addition, history majors must complete CS 110 Understanding Computers to fulfill the college's computer literacy requirement. Competence in one foreign language must also be demonstrated through two semesters (6 hours) of the same language. Lastly, senior history majors must pass a departmental comprehensive examination in history (one section focusing on United States history, the other pertaining to World history).

The following history courses (33 hours) must be completed for the major:

- **Core Courses (12 hours)**
  - HI 111 and HI 112
  - HI 121 or HI 122
  - HI 499 Senior Thesis

- **United States History (9 hours)**
  - HI 321 or HI 322
  - HI 323 or HI 324
  - HI 325, HI 326 or HI/WS 311

- **World History (9 hours)**
  - HI 361 or HI 362
  - HI 363 or HI 364
  - HI 365 or HI 366

- **Electives (3 hours)**
  - Any upper-level United States history course (3 hours).

Major Program Outcomes
At the completion of the program, history majors are expected to be able to:

1. Identify major periods in United States and World history and characterize those periods according to economic structures and relationships, political structures and relationships, social structures and social values, religious structures and belief-systems, and the nature of trans-cultural and trans-national relationships.
2. Demonstrate understanding of the process, nature, and causes of continuity and change over time, weighing the effects of economic, political, socio-cultural, and ideological factors.
3. Demonstrate an understanding of the effects of race, gender, class, ethnicity, and religion on the experiences of ordinary and extraordinary people of the past.
4. Identify the major issues and interpretive models used by historians in their analysis of the past.
5. Produce an original piece of historical scholarship using both primary sources and the appropriate secondary literature.

Minor:
18 semester hours of which six must be in upper-division American history and six in upper-division European or world history.

It is possible to earn up to 30 semester hours of credit through testing and experiential credit. No credit earned in this manner may be used to satisfy the 30 hour residency rule at Avila College.

Social Studies Education
A program in Social Studies Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. See Education section.

A Middle School major with a concentration in Social Science is also available.

HISTORY COURSES (HI)

HI 111. World Civilizations I. (3)
This course is an introduction to the history of human experience from earliest times to about 1650. It studies early civilizations and their interactions from a global perspective. Fundamental topics of social history such as gender, family, work, sexuality, disease, war, and death, are included as appropriate. **Communication Intensive Course.** CORE-II.

HI 112. World Civilizations II. (3)
This course is an introduction to the history of human experience from about 1650 to the present. It studies modern world civilizations and their interactions from a global perspective. Fundamental topics of social history such as gender, family, work, sexuality, disease, war, and death, are included as appropriate. **Communication Intensive Course.** CORE-II.

HI 121. The American Experience I. (3)
A survey of American social, political, and economic development to 1865, with emphasis on the experiences of European, Native, Hispanic, and African American populations. **Communication Intensive Course.** CORE-II.

HI 122. The American Experience II. (3)
A survey of United States history from 1865 to the present, with emphasis on the development of industrial society, the expanding U.S. role in world affairs, and the ways in which ordinary Americans responded to social, political, economic changes in that period. **Communication Intensive Course.** CORE-II.

HI 221. Kansas City History. (1-3)
Development of Kansas City from early frontier days through urbanization and modernization to the present. Emphasis on cultural heritage, contributions of minorities, and relationships between local and national history.

HI 222. Missouri History (1-3)
Development of Missouri from early French, Spanish and American settlements to statehood, role as a gateway during the westward movement, border conflicts and Civil War era, and recent urban and industrial growth. Social and cultural aspects are included.

HI 223. Kansas City Museums/ Landmarks. (1-3)
Selected aspects of Kansas City history are examined in the context of particular museums and architectural landmarks.

HI 280. Topics in History. (1-3)
Study of specific historical problems, debates, or periods using current methodologies, selected on the basis of student/faculty interest.

HI 304. History Study Tour. (1-3)
On-site study of a region in the United States or foreign country. Preliminary lectures and readings prepare students for the off-campus experience, and an individual research project is required. Prerequisite: approval of instructor.

HI/WS 311. American Women in the Twentieth Century. (3)
Women's experiences as workers, family members and citizens since 1900, including the role of gender in structuring American society and the influence of race, class, and ethnicity on women's lives.

HI 321. Revolutionary America, to 1815. (3)
From the emergence of English colonial communities to riots, rebellions and the War for Independence, the course examines the causes and consequences of revolution and the perils of nation-building.

HI 322. Life in the New Republic, 1815-1850. (3)
The course focuses on the experiences of ordinary Americans during an era of emerging nationhood, early industrialization, westward expansion, immigration, and religious and social reform, including the role of class, race, ethnicity, and gender in shaping those experiences. **Meets the Communication Intensive course requirement in the major.**

HI 323. The Civil War Era, 1850 to 1877. (3)
Beginning with the impact of slavery upon black and white and slavery's role in bringing about disunion, the course examines the nature of the Civil War, the wartime experiences of the American people, and the war's consequences during Reconstruction.

HI 324. The Machine Age, 1877-1914. (3)
Exploring industrialization and urbanization, immigration, imperialism, and reform in the U.S., the course emphasizes how Americans adjusted to the opportunities and traumas of life in the modern age.

HI 325. The United States in War and Peace, 1914-1945. (3)
Covering the U.S. role in two world wars and its experience of prosperity and depression between the wars, the course emphasizes the dramatic social, economic, and political changes those crises helped to bring about.

HI 326. The United States Since 1945. (3)
With the emergence of the U.S. as a world power, the course examines the development of a Cold War at home and abroad, growth of the consumer society, conflicts over civil rights, feminism, and Vietnam, the rise of the New Right, and the challenges of a global economy. **Meets the Communication Intensive Course requirement in the major.**

HI 361. Ancient Mysteries
A comparative study of ancient civilizations and the challenges each faced in the period between 3500 B.C.E. and 500 C.E. Focusing on issues of political, social, and religious unity, this course will closely examine selected societies, such as Classical Greece, the Persian Empire, China of the Han Dynasty, or the Roman Empire.

HI 362. Imperialism: Ancient and Modern
An examination of the concept of empire and its consequences to both conquering and conquered peoples in world history. Possible topics include empire building in the ancient world, colonization in the fifteenth and sixteenth centuries, imperialism in the nineteenth century, or decolonization after 1945.

HI 363. Inventing Tradition: Nationalism
An inquiry into the origins, problems, and consequences of nationalism in modern world history. Possible topics include the origins of nationalism in Europe, African nationalism,

Arab nationalism, and the invention of national traditions.

HI 364. World Communism
A thoughtful analysis of communism in world history. Possible topics include Marx, Socialism in Western Europe, the Bolshevik Revolution, Stalinism, or Maoism.

HI 365. The Era of World Wars
A detailed examination of the era of world wars in twentieth-century world history. Possible topics will include the causes, immediate results, and legacies of the First World War and World War II from a global perspective.

HI 366. Blood and Iron: Modern Germany
An investigation of modern German history since 1786. Topics will include the 1848/49 Revolution, Bismarck and German unification, Wilhelmine society and the cultural avant-garde, the Weimar Republic, the Third Reich, the Berlin Wall, and the reunification of Germany in 1990.

HI 380. Topics in History. (3)
Intensive study of specific historical problems, debates, or periods in American, European, or World history using current methodologies, selected on the basis of student/faculty interest.

HI 490. Directed Study in History. (1-3)
Directed study of a particular period or topic. Prerequisite: Instructor approval.

HI 496. Internship in History. (1-3)
Participation in the activities of a historical agency or in a public history research project, under supervision of a faculty member or supervisor designated by the faculty. Prerequisite: consent of advisor. Restricted to history majors.

HI 499. Senior Thesis. (3)
Directed study of a selected topic in history and completion of a substantial research and writing project. Restricted to majors in history. **Meets the Capstone course requirement in the major.** Prerequisite: Senior status. I, II.

Interdisciplinary Studies (IS)

No Major or Minor is offered.

INTERDISCIPLINARY STUDIES COURSES (IS)

These courses are approved to meet the Level III-Applications and Integration requirements in the Core Curriculum. Completion of Level I and 15 hours of Level II coursework are prerequisites for each IS course.

IS/WS 310. Images and Realities of Women. (3)
This course will examine the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Using history, psychology and feminist theory, students will examine a number of diverse and contradictory images of women found in literature, film, television and music. Students will relate these images to the realities of women's lived experiences. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

IS/TH 311. Peace Studies. (3)
This course provides an interdisciplinary (theology, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully. CORE-III.

IS/PL 312. Bioethics. (3)
Interdisciplinary course which examines complex moral issues involving biology and medicine; course investigates controversial bioethical issues through several perspectives so that students will be able to (1) evaluate moral positions and (2) articulate their own value system for ethical decision-making and behavior.

IS 313. American Popular Culture: 1960's. (3)
An interdisciplinary course in American Popular Culture that draws from history, sociology, political science, and mass media to examine American life in the 1960s, and how significant events/movements/ideas/personalities were represented in popular culture of the time, particularly in American feature films, television, and popular music. CORE-III.

IS 314. Environmental Issues for the 1990's. (3)
This course examines issues involved with the relationships between plants, animals, and their environments, with a particular emphasis on the role of human societies. The underlying subtext of this course is the interplay of meeting environmental needs while addressing human desires. Among the specific issues are those associated with human population size and organization, biodiversity, resources and their management, cross-cultural perspectives on the environment, and the role of economy and politics in environmental issues. Prerequisite: one Level-II in Social/Behavioral Science and one Level-II in Natural Science. CORE-III.

IS 316. The Art and Physics of Sound. (3)
This course combines the physics and art of sound for the theater, movies, radio, and television. The course will cover in depth the physics of sound such as wavelengths, frequency, acoustics, and technology and use these concepts to investigate audience perception, human hearing, sound in our culture, and aesthetics of sound design. The subtext of the course is about how and why technology was developed, how culture helped develop it, and how it affects culture. The course will include laboratory projects and group work on experiments in physical sound and in sound design. CORE-III.

IS/TH 317. History of Christianity in Latin America. (3)
This course focuses the development of Christianity in Latin America through the lens of three distinct geographical regions and three time periods. Combining the disciplines of history and theology and using both methodologies, it focuses on the mutual influence that political circumstances and theological positions had on one another in the historical development of Latin America. CORE-III.

IS 318. The Mask. (3)
An interdisciplinary course on the research, generation and development, design and creation of a personal mask. The result, the mask, is less important than the process itself; instead, it is the vehicle for the study of the creative process common to art and theater.

IS/TH/WS 319. Women, Religion and Community in the United States. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the United States. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founder of American and international religious groups.

IS 320. The Holocaust in History and on Stage. (3)
An examination of the Holocaust (1933-1945) as interpreted by the disciplines of history and theater, focusing on the challenges and limits of representation in dealing such an enormous and seemingly incomprehensible event in human history.

IS 321. Darwin and Nineteenth-Century Literature. (3)
This course will introduce students to the ideas and implications of Darwin's work in the context of nineteenth-century literature. Students will experience the impact of literature on Darwin's writing as well as the impact of Darwin's theories on literature.

IS 322. Religion and Personality Development. (3)
This course will challenge students to learn theories of educational psychology and to apply these theories to systems of theological thought and their authors. Students will demonstrate the ability to analyze theological systems in light of specific psychological and educational theories.

IS/WS 323. Eurowomen. A Dramatic History, 1500-Present. (3)
An examination of the role of women in European society since 1500 as reflected in plays on stage and in contemporary accounts. Students will contemplate the use of gender as a universal category of historical and dramatic scholarship, exploring the issues of class, gender, ethnicity, confession, and race in European society.

IS 324. Autobiography Through History: Text and Context. (3)
Interdisciplinary study of selected autobiographies representing diverse nineteenth and twentieth century socio-cultural experiences in the United States (1) to increase student understanding of how race, class and gender shape and influence the lives of the authors; (2) to study key characteristics that define autobiography, history and literature as distinct discourses.

IS 325. Sects, Cults, Utopias. (3)
Interdisciplinary study using history and sociology to compare/contrast three groups: sects, which focus on religious issues; cults which are organized around a charismatic leader; utopias, which share a vision of an ideal lifestyle. Examines the attraction of these groups to individual and how groups reflect the larger society (of which they are apart).

IS/TH 326. Shaping the American Dream. (3)
Interdisciplinary course which uses literature and theology to understand fundamental values which combine to form the culture of the US; central themes are the Puritan Ideal, the Social Gospel Movement, the Diverse face of US culture at the end of the second millennium.

IS 498. Senior Experience. (1)
The capstone course for the core curriculum designed for graduating seniors to address an issue of significance to society from various disciplinary perspectives. I, II

Legal Studies (LG)

A paralegal is a person, qualified through education, training or work experience, who is employed or retained by a lawyer, law office, governmental agency, or other entity in a capacity or function which involves the performance, under ultimate direction and supervision of an attorney, of specifically-delegated substantive legal work, which work for the most part, requires a sufficient knowledge of legal concepts that, absent such assistance, the attorney would perform the task.

The curriculum is designed to teach the fundamental skills and knowledge necessary to function as a paraprofessional in the legal field; to provide an understanding of the professional and ethical responsibilities of the paralegal; and teaches students to recognize and avoid the unauthorized practice of law.

The degree requirements for the Bachelor of Science in Paralegal are listed below.

Paralegal Major

1. Completion of at least 128 semester hours of academic work with a minimum overall grade point average of 2.0 and no more than 77 hours of LG/AC/BU/EC courses. Business courses that are cross-listed are counted against the 77 hour limit.

2. Achievement of a minimum grade of "C" in all courses specifically required for the degree.

3. Completion of at least 12 hours of upper-division courses in the major at Avila College.

4. Upper-division courses should be completed in a baccalaureate degree granting institution. However, it may be possible to validate such courses taken at a two-year institution. See the department for specific procedures. The Business Law course may be transferred from a two-year school to satisfy BU 305 Legal Aspects of Business I.

5. Completion of the final 30 hours at the college.

6. The candidate must fulfill the College Core Curriculum requirements as stated earlier in this catalog.

   The department specifically requires that the following core classes be included within each candidate's core curriculum: PY 101 General Psychology, CO 110 Fundamentals of Communications, EN 111 English Composition I, and an additional 3 hours of writing, EN 112 English Composition II, and MA 115 Finite Mathematics, or a higher level Mathematics course. All specifically required courses must be completed with a "C" or better.

   Computer competency will be demonstrated by completion of BU/CS 110 Understanding Computers, with a grade of "C" or better.

7. Completion of the following Business Core requirements: 27 semester hours.

AC 201 Principles of Accounting I
EC 201 Principles of Economics I
BU 110 Understanding Computers
BU 305 Legal Aspects of Business I
BU 310 Marketing
BU 321 Management
or
BU 322 Organizational Behavior and Development (see advisor)
BU 340 Business Communications
AC 202 Principles of Accounting II
or
EC 202 Principles of Economics II
EC 240 Statistical Analysis

8. Only one repeat of a required Paralegal, Accounting, Business, or Economics course by a Paralegal Major or Certificate Student will be permitted.

9. In addition to the College Core curriculum requirements and the business Core requirements listed above, students must satisfy the following Paralegal Specialty Courses.

Paralegal Specialty Courses
LG 100 Introduction to Paralegal Studies
LG 232 Introduction to Legal Research and Writing
LG 340 Formation and Structure of Business Entities
LG 345 Introduction to Litigation
LG 350 Wills, Trusts and Estates
LG 380 Paralegal Special Topics (3)
LG 430 Family Law
LG 440 Real Estate Law
LG 495 Paralegal Internship (1-2)
LG 496 Paralegal Internship Seminar (2)
Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.

Certificate in Paralegal Studies

The certificate in Paralegal Studies program is a non-degree program designed to meet the needs of the student who already has a bachelor's degree in another field of study, or the student who does not wish to complete the Bachelor of Science degree.

For the student who does not have a bachelor's degree, it is necessary to complete the following general education and paralegal specialty courses or their equivalent. All specifically required courses must be completed with a "C" or better.

General Education Courses

The following general education courses or their equivalent:

BU 110 Understanding Computers
CO 110 Fundamentals of Communication
EC 201 Principles of Economics I
EN 111 English Composition I
EN 112 English Composition II
PL 113 Logic
or
PL 255 Ethics
PY 101 General Psychology

One mathematics course (3), one natural science course (3), one elective course (3).

Paralegal Specialty Courses

LG 100 Introduction to Paralegal Studies
LG 232 Introduction to Legal Research and Writing
LG 340 Formation and Structure of Business Entities
LG 345 Introduction to Litigation
LG 350 Wills, Trusts and Estates
LG 380 Paralegal Special Topics (3)
LG 430 Family Law
LG 440 Real Estate Law
LG 495 Paralegal Internship (1-2)
LG 496 Paralegal Internship Seminar (2)
Three (3) hours of an Upper Division Elective from LG/AC/BU/EC courses from a 4-year institution.

The student who has a bachelor's degree is required to complete the **Paralegal Specialty Courses** listed above, or their equivalent.

LEGAL STUDIES COURSES (LG)

LG 100. Introduction to Paralegal Studies. (3)
Introduction to the law, the paralegal profession and the ethical role of paralegals and attorneys in legal processes and procedures. I.

LG/PS 232. Introduction to Legal Research and Writing. (3)
A hands-on experience with legal research sources, procedures, strategies and legal writing style. II.

LG 340. Formation and Structure of Business Entities. (3)
A study of the statutes and cases controlling the formation and operation of sole proprietorships, partnerships, and corporations. Students draft partnership and corporate documents. I, even years.

LG 345. Introduction to Litigation. (3)
The study of civil litigation processes, procedures, rules of evidence, and preparation of civil pleadings. I, odd years.

LG/BU 346. Employment Law. (3)
The study of state and federal statutory and case law that govern the employer/employee relationship. Prerequisite: BU 305. I, odd years.

LG 350. Wills, Trusts, and Estates. (3)
The study of the processes and rules used in the drafting of wills, trusts, and estate taxes and administration.

LG 380. Paralegal Special Topics. (1-3)
Selected topics to be determined at the discretion of the department. I, II.

LG 430. Family Law. (3)
The study of the Law of Marriage, Annulment, Dissolution, Adoption, Paternity, Prenuptial Agreements, Child Abuse, Domestic Violence, Child Custody and Support, and the role Legal Assistants play in the practice of Family Law. II.

LG 440. Real Estate Law. (3)
A study of the legal concerns and documents involved in the transfer of real estate. II, odd years.

LG 445. Litigation II. (3)
Study of Tort law and the preparation of civil litigation documents. Prerequisite: LG 345. II, even years.

LG 446. Environmental Law. (3)
A study of the laws enacted to protect the environment and the administrative and judicial processes used to enforce the laws. Prerequisite: LG 345 or BU 305. II, odd years.

LG 495. Paralegal Internship. (1-2)
The internship involves working as a paralegal in a law firm or other legal setting, 30 hours per one hour of credit. Maximum credit of 6 hours for any one student.

LG 496. Paralegal Internship Seminar. (2)
This is the Paralegal Capstone Course. This course is taken in conjunction with the Internship experience and includes the study of legal ethics, law office management and other Paralegal practice topics. **Meets the Capstone course requirement in the major.**

Mathematics (MA)

Mathematics is an art, a science, and a language. Encompassing the beauty of pattern and structure, the challenge of uncertainty and abstraction, and the excitement of solving problems, mathematics provides a foundation for much of modern human society.

Many careers are available to mathematics majors. Some pursue a graduate degree or become teachers, and others choose among several professions. Mathematics majors spend a considerable amount of time honing their ability to reason effectively and to write clearly. Employers value students who think logically and communicate effectively. Possible fields include law, medicine, business, communication, actuarial science, academic or industrial research, consulting, writing, editing, computer science, statistics, and operations research.

Requirements for Mathematics Major

The candidate for the Bachelor of Arts degree in Mathematics must

(a) complete all general requirements for a bachelor's degree as stated earlier in this catalog;
(b) complete with a grade of "C" or better all Mathematics, Computer Science, and Physics courses taken;
(c) complete EN 112 with a grade of "C" or better;
(d) demonstrate competence through one year of college work in the same foreign language;

(e) complete MA 210, 225, 235, 310, 320, 330, 370, 375, and 499, and six additional semester hours in mathematics courses numbered 310 or above, to be chosen with the approval of the major advisor;

(f) complete CS 150 and three additional semester hours in computer science courses numbered 160 or above, to be chosen with the approval of the major advisor;

(g) complete either (i) PH 231 and 232 or (ii) twelve semester hours in a field related to mathematics, each course with a grade of "C" or better, to be chosen with the approval of the major advisor or (iii) a minor in secondary education;

(h) pass a comprehensive examination, administered by the Avila mathematics faculty prior to the semester of graduation (unless the student obtains special permission to sit for the examination during the semester of graduation), that is based on MA 210, 225, 235, 320, 370, and 375.

Students are strongly encouraged to complete additional mathematics, computer science, and physics courses.

Computer competency will be demonstrated by successful completion of CS 150 and MA 499.

Requirements for Mathematics Minor
MA 210, 225, 235, 320, and 370.

Mathematics Education
A certification program in Mathematics Education (grades 9-12) approved by the State of Missouri is offered. Kansas certification requirements may be completed concurrently. A Middle School major with a concentration in mathematics is also available. See Education section of this catalog.

Mathematics/Computer Science Major
See Computer Science/Mathematics section of this catalog.

Mathematics Area Policy on Statistics
A student cannot receive credit for MA 155 after having completed MA 360 with a grade of "C" or better.

MATHEMATICS COURSES (MA)

MA 95. Basic Algebra. (3)
Sets, the real number system, solving problems posed in words, manipulation of algebraic expressions, absolute value of algebraic expressions, solving linear equations and inequalities, exponents and polynomials, rational expressions, radical expressions, an introduction to the Cartesian coordinate system, quadratic equations, functions, and other related topics. Does not satisfy core requirements or count toward degree program. I, II, S.

MA 115. Finite Mathematics. (4)
Logic, analysis of arguments, arithmetic in bases other than ten, matrix algebra, mathematical systems and groups, modular arithmetic, networks, trees, orders of magnitude, growth and decay, sequences, and divisibility. Weekly laboratories apply course topics and do not use computers. (This course is intended for students who **will not** study calculus.) Prerequisite: Appropriate ACT or placement score or MA 95 with a grade of "C" or better. I, II. CORE-I.

MA 120. College Algebra. (3)
Further work in solving problems posed in words and in solving algebraic equations and inequalities, functions and their graphs, inverse functions, properties of polynomial functions and their graphs, rational functions, exponential and logarithmic functions and their graphs, solving systems of equations and inequalities, matrices, determinants, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: Appropriate ACT or placement score or MA 95 with a grade of "C"or better. I, II, S. CORE-I.

MA 121. Trigonometry. (3)
Trigonometric functions and their graphs, trigonometric identities, inverse trigonometric functions, solving trigonometric equations, solving the general triangle, vectors, polar representation of complex numbers, powers and roots of complex numbers, some aspects of analytic geometry, and other related topics. (This course is intended for students who will study calculus.) Prerequisite: MA 120 with a grade of "C" or better. II.

MA 155. Elementary Probability and Statistics. (3)
Introduction to basic principles of statistics, probability involving sampling, estimation, hypothesis testing, linear regression, correlations, and applications. (This course is intended for students whose major is not mathematics.) Prerequisite: MA 115 or MA 120 with a grade of "C" or better. I, II, S.

MA 170. Business Calculus. (3)
Limits, derivatives, and integrals with an emphasis on business applications. (This course is intended for students whose major is not mathematics or any natural science. It cannot be used as a substitute for MA 210.) Prerequisite: MA 120 with a grade of "C" or better.

MA 180. Topics in Mathematics. (1-3)
Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 115 or 120 with a grade of "C" or better or consent of the instructor.

MA 210. Calculus I. (5)
Introduction to analytic geometry for first and second degree equations; limits of functions, continuous functions, slope and rate of change, derivatives, differentiation of algebraic and trigonometric functions, applications of the derivative, theory of indefinite and definite integrals and applications of integration. Prerequisites: MA 120 and 121 or equivalent courses, each with a grade of "C" or better. I. CORE-I.

MA 225. Calculus II. (5)
Inverse functions; logarithmic, exponential, inverse trigonometric and hyperbolic functions, and differentiation and integration of these functions; techniques of integration; polar coordinates; indeterminate forms; improper integrals; and infinite series. Prerequisite: MA 210 with a grade of "C" or better. II.

MA 235. Calculus III. (4)
Vectors in the plane, vectors in three-dimensional space, vector-valued functions and their derivatives, surfaces, differential calculus of functions of two or more variables and applications, and multiple integration. Prerequisite: MA 225 with a grade of "C" or better. I.

MA 305. Geometry for Elementary and Middle School Teachers. (3)
Development of non-metric geometry of the plane and space; measurement of lengths and angles; simple closed curves and congruent and similar figures. These topics are treated with particular attention to the needs of elementary and middle school teachers. Prerequisite: ED 310 and MA 115 or equivalent course with a grade of "C" or better. I.

MA 306. Methods in Mathematics for Elementary and Middle School Teachers. (3)
Basic concepts and number processes with emphasis on mathematics and teaching methods appropriate to the needs of the elementary and middle school child. Prerequisite: ED 310 and MA 115 or equivalent course with a grade of "C" or better. II.

MA 310. Differential Equations. (3)
Differential equations of first order, separable equations, exact equations, and approximation to a solution; mathematical models; linear differential equations of second order, variation of parameters, series solutions, and Laplace transforms; systems of differential equations; qualitative theory of differential equations; applications; and other related topics. Prerequisite: MA 235 with a grade of "C" or better. I, even years.

MA 320. Linear Algebra. (3)
Elementary theory and applications of matrices, vector spaces and linear transformations, determinants, eigenvalues, eigenvectors, and other related topics. Prerequisites: MA 225 with a grade of "C" or better. II, odd years.

MA/CS 325. Numerical Methods. (3)
Approximation and error analysis, methods of finding roots of nonlinear equations, methods of interpolation, numerical differentiation and integration, direct and iterative methods of solving systems of linear equations, and other related topics. Prerequisite: MA 225 and one course in computer programming, each with a grade of "C" or better.

MA 330. Mathematics and Its History. (3)
Important mathematical ideas, the people who developed them, and the history surrounding their development. **Meets the Communication Intensive course requirement in the major.** Prerequisites: MA 235 with a grade of "C" or better and either junior or senior standing or consent of the instructor. I, even years.

MA 340. Modern Geometry. (3-4)
Finite geometries, transformations, Euclidean geometry of polygons and circles, constructions, inversion, projective geometry, non-Euclidean geometries, and other related topics. Prerequisite: MA 225 with a grade of "C" or better. I, odd years.

MA 350. Number Theory. (3)
Divisibility, prime numbers, congruences, diophantine equations, quadratic residues, partitions, number-theoretic functions, continued fractions, and other related topics. Prerequisite: MA 225 with a grade of "C" or better.

MA 360, 361. Mathematical Probability and Statistics I, II. (3, 3)
Organization and analysis of data, probability theory, discrete and continuous probability distributions of one or more random variables, functions of random variables, sampling distributions, the central limit theorem, theories of estimation, hypothesis testing, correlation, and other related topics. Prerequisite for MA 360: MA 235 with a grade of "C" or better. (Students may obtain special permission to register for MA 235 and MA 360 concurrently.) Prerequisite for MA 361: MA 360 with a grade of "C" or better. I, II, odd years.

MA 370. Abstract Algebra. (3)
Elementary theory of rings, integral domains, fields, and groups; applications to other branches of mathematics; and other related topics. Prerequisite: MA 225 with a grade of "C" or better. I, odd years.

MA 375. Mathematical Analysis. (3)
Elementary theory of the real line, sequences, limits, continuity, differentiation, the Riemann integral, series, and other related topics. Prerequisite: MA 235 with a grade of "C" or better. II, even years.

MA 380. Topics in Mathematics. (1-3)
Selected mathematical topics related to a theme chosen by mathematics faculty on the basis of current student interests. Prerequisite: MA 235 with a grade of "C" or better or consent of the instructor.

MA 499. Mathematics Seminar. (3)
Selected topics in advanced mathematics. This course serves as a capstone experience for students with a major in mathematics or computer science/mathematics. **Meets the Capstone course requirement in the major.** Prerequisites: MA 235 with a grade of "C" or better and either senior standing or consent of instructor. II, odd years.

Medical Technology (MT)

Bachelor of Science Degree in Medical Technology

Avila College and Physicians Reference Laboratory cooperatively offer a four-year integrated program leading to the Bachelor of Science Degree in Medical Technology. Students' transcripts and records are reviewed by program officials following the sophomore year. Those who have successfully completed the academic and non-academic requirements are notified of approval of the major and admission to the third academic year.

The medical technology program is accredited by the National Accrediting Agency for Clinical Laboratory Science which is recognized by the United States Department of Education and the Committee on Recognition of Professional Accreditation.

Computer competency will be demonstrated by successful completion of CS 110. The candidate for the Bachelor of Science in Medical Technology degree must meet the following requirements:

A. Criteria for Approval of the Medical Technology Major

1. Completion of 100 and 200 level science and mathematics courses with a grade of "C" or better in each required pre-clinical course. Pre-clinical courses may be repeated only once to improve a grade. A minimum acceptable G.P.A. for these courses is 2.5.

2. Completion of at least 64 hours of college course work with a cumulative G.P.A. of 2.5 on a 4.0 scale

3. Submission of statement of career goals to the Education Program Director.

4. The international student will be required to pass the Test of English as a Foreign Language (TOEFL) with a score of 600 (must have minimum score of 57 on each subtest), prior to major approval. A student who does not pass this exam may repeat the exam a maximum of two times before major approval is denied.

5. Demonstrate the ability to meet all technical standards of performance in educational and clinical activities within the clinical laboratory in such a way that will not endanger themselves or others.

   a. Completed data sheet and health history for review by the Medical Director.

   b. Completed pre-clinical laboratory evaluation forms for selected CH and BI courses. The average score on each evaluation must be 75% or acceptable.

6. Approval of the major in writing from the Medical Technology Program Director before entering the junior year. Transfer students, who have completed the required prerequisites for entry into junior courses will receive approval of the major after successful completion of one semester (with at least 2 upper division BI or CH courses) at Avila College. If there are more than six students that have applied for the senior clinical (in any one year) then the top six students will be selected based upon the medical technology clinical student selection criteria which includes G.P.A., laboratory and personal references, hours taken at Avila, and full-time status. Qualified students who are not selected for the clinical year will be placed on a waiting list.

B. Criteria for Completion of the Bachelor of Science Degree in Medical Technology

1. Completion of academic work with a minimum grade point average of 2.5.

2. Maintain a grade of "C" or pass in all preclinical required courses. A course may be repeated once to improve the grade earned. Maintain a G.P.A. of at least 2.5 in all preclinical science and mathematics courses.

3. Maintain a minimum grade of "C" or pass in each clinical course during the senior year. A single course may be repeated one time during the next clinical year providing space is available. Permission of the clinical faculty and program officials is required prior to enrollment in the course to be repeated. A student who achieves less than a "C" in two courses during the clinical year may not progress and is dismissed from the major. Request for readmission to the clinical year must be submitted in writing to the Program Director. Approval or disapproval of this request will be based on space available in the clinical courses and the decision of a committee of clinical faculty and program officials. If approval is granted, the entire clinical year must be repeated. Deadline for consideration for readmission to fall semester is March 15.

4. The Medical Technology student will have a four year time frame in which to complete the program. The time frame begins with enrollment in any 300 or 400 level pre-clinical course.

5. Students who have been out of the medical technology major for more than a calendar year must meet the criteria for admission and graduation in effect at the time of readmission to the medical technology major. Deadline for application for readmission to the major and the next clinical year is March 15.

6. Demonstrate the ability to meet all technical standards of performance in educational and clinical activities within the clinical laboratory in such a way that will not endanger themselves or others.

   a. Completed data sheets, health history, physical examination, laboratory tests and immunizations required by the clinical affiliate before entering the clinical year.

   b. Completed pre-clinical evaluation forms for selected upper-division, CH and/or BI campus courses. An average of 75% or better must be achieved on each evaluation.

   c. Maintain a 75% or acceptable rating on each clinical course bench performance/professional evaluation form.

7. Complete all degree requirements, except the 35 hours of clinical experience prior to the beginning of the senior clinical year.

8. Completion of the final 35 hours of the senior year while enrolled at Avila College.

9. Achieve a satisfactory score on the Medical Technology Senior Comprehensive.

10. General Education Requirements: stated earlier in this catalog.

Major Requirements:
BI 111, 220, 250, 320, 322, 325 and 350. CH 131, 216, 221, 321 and 341. PH 117 or 231 and 232. MT 451 through 463. CS 110.

No minor is offered.

Students must provide their own transportation to the clinical affiliates when enrolled in senior clinical courses.

Students completing all medical technology degree requirements are automatically eligible for a chemistry minor. Completion of BI 111 would make the student eligible for a microbiology minor.

Bachelor of Science Degree in Medical Technology/Chemistry Double Major (5 year program)

A student may choose to major in Chemistry and Medical Technology in a five year program. The first four years will be spent on campus completing academic requirements for a double major. The fifth year the student will enroll in the MT 451-463 clinical courses. Upon completion of the following requirements, the double major will be awarded.

General Education Requirements: stated earlier in this catalog.

Major Requirements:
CS 110; one course from the following list: CS 120, 150, 180 (Lotus or other spreadsheet), 320 and 325.
PH 231 and 232.
MT 451 through 463.
BI 111, 220, 250, 320, 322, 325 and 350.
CH 131, 137, 216, 217, 221, 321, 341, 451, 452, 453, 454, 498, and 499.
MA 210, 225, and 235.

MEDICAL TECHNOLOGY COURSES (MT)

MT 380. Special Topics in Clinical Laboratory Science. (1-3)
A course designed to deal with a topic or area in clinical laboratory science which is not available in the regular course offerings. Topics and instructor to be listed in the semester course schedule. Prerequisite: Consent of instructor.

MT 451. Phlebotomy and Pathologic Anatomy. (1)
Principles, theory and techniques used in the area of blood collection. Students have the option to observe pathologic anatomy dissection. Fifteen hours lecture and 45 hours clinical experience arranged throughout the semester. Prerequisite: Consent of Medical Technology Program Director.

MT 452. Method Development and Evaluation. (1)
Students will evaluate the accuracy and precision of the procedure performed. Thirty hours per week for two weeks. Prerequisite: Consent of instructor.

MT 453. Clinical Chemistry. (6)
Principles, theories, and techniques used in the study of human biochemistry and performance of analyses of body fluids. Forty hours per week for nine weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 454. Clinical Microbiology. (8)
Protocols for the isolation, cultivation, and identification of pathogenic microorganisms. Techniques of distinguishing the indigenous microflora from those responsible for a pathological condition, drug susceptibility testing, specimen collection, safety precautions, surveillance, and quality control. Forty hours per week for eleven weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 455. Clinical Hematology. (4)
Principles, theories and analytical techniques of the hemopoietic system. Forty hours per week for six weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 456. Diagnostic Immunology. (3)
Principles and techniques of immunological analysis used in the diagnosis of disease. Fluorescent microscopy and immunoassay procedures are implemented. Forty hours per week for four weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 457. Immunohematology I. (3)
Principles, theories, and techniques of blood transfusions. Forty hours per week for four

weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 458. Hemostasis. (1)
Principles, theories, and analytical techniques used in hemostasis and the coagulation phase of the hemopoietic system. Forty hours per week for two weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 459. Urinalysis. (1)
Principles, theories and techniques used in the analysis of the function of the kidney and its products. Forty hours per week for two weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 460. Immunohematology II. (1)
Principles, theories and techniques of blood transfusions at Community Blood Center. Forty hours per week for two weeks. Prerequisite: Consent of Medical Technology Program Director.

MT 461. Medical Technology Seminar I. (1)
Seven section comprehensive examinations, the final written comprehensive examination, and a weekly case-study review over clinical laboratory principles, theories, techniques, and quality control practices covered in MT 451 through MT 460, MT 462 and MT 463. Comprehensiveness and difficulty will increase throughout the year. Students will be required to present cases that have been approved by the Education Program Director. Prerequisite: consent of Medical Technology Program Director.

MT 462. Medical Technology Seminar II. (2)
A three-week lecture series over clinical chemistry, clinical hematology, and hemostasis. Prerequisite: consent of Medical Technology Program Director.

MT 463. Medical Technology Seminar III. (2)
This course presents and correlates clinical theories, principles, and analyses of case studies in a didactic setting including lecture/discussion sessions, city-wide seminars and pathology conferences. All clinical areas will be covered including management. **Meets Capstone for the major.** Prerequisite: Consent of the Medical Technology Program Director.

MT 485. Specialty Practicum in Clinical Laboratory Science. (1-3)
An individualized course to allow laboratory professionals, who are non-MT majors, to gain additional information and skills in selected areas of practice in clinical laboratory science. The student will arrange to work in a laboratory setting involved in the area of emphasis. Under supervision of an approved laboratory professional, the student will complete the approved number of clock hours and predetermined tasks required for the desired credit. This course may be repeated in different areas for a total of 9 hours credit. Prerequisite: Consent of Medical Technology Program Director and a Laboratory Supervisor.

MT 487. Advanced Practicum in Clinical Laboratory Science. (1-3)
Experience in a laboratory setting to gain information and skills at the advanced level of Medical Technology. The student will arrange to work in a laboratory focusing on one of the following areas: Quality Control, Research and Development, Supervision and Management, or Education. Under supervision of an approved laboratory professional, the student will complete the approved number of clock hours and predetermined tasks required for the desired credit. This course may be repeated in different areas for a total of 6 hours credit. Prerequisite: Consent of Medical Technology Program Director and a Laboratory Supervisor.

Music (MU)

The candidate for the Bachelor of Arts in Music must complete all the general degree requirements as stated earlier in this catalog.

The Music major is available as a liberal arts major or with a choice of concentration in Piano or Voice. A program in Unified Music-Vocal/Choral K-12 certification, approved by the State of Missouri, is offered. Kansas certification may be completed concurrently. See Education section.

Major: MU 151 (8 hrs.), 271, 272, 373, 374, 377, 383, 384; 8 hours in applied Music; 5 hours in upper-division Music electives. Demonstrated competence through two semes-

ters (6 hours) of the same foreign language at the college level.

Concentrations:

1. Piano: in addition to the Major requirements above, 231, 395, 457, 459, 498.
2. Voice: in addition to the Major requirements above, 291, 395, 477, 479, 498.

Music Education: MU 151 (8 hrs.), 271, 272, 373, 374; 305, 357, 377, 383, 384, 395, 477; piano, 4 hours; voice, 8 hours.

Minor: MU 151 (4 hrs.), 271, 272, 383, 384, 4 hours in applied music; 6 hours in upper-division Music electives.

Computer competency will be demonstrated by successful completion of CS 110.

MUSIC COURSES (MU)

MU 103. Music Fundamentals. (1)
Introduction to the basic elements of music – note-reading, rhythm, and theory. Recommended as preparation for students with little or no music background. I.

MU 107, 108. Introduction to Voice I, II. (1, 1)
Primarily for beginners who desire a knowledge of the technique of singing for voice improvement. No prerequisite.

MU 110. Music Appreciation. (3)
Survey of materials, forms, styles, and contexts to develop a broad understanding of Western classical music. Overview of Western musical styles from the Middle Ages through the 20th Century. No prerequisite. I, II, S. CORE-II.

MU 111, 112, 211, 212. Voice. (1)
Technique of singing and its application to individual students. Repertoire as appropriate from standard and contemporary works in English, Italian, German, and French.

MU 115, 116, 215, 216. Piano. (1)
Bach, two and three-part inventions or equivalent; Haydn and Mozart sonatas; Romantic and Contemporary pieces.

MU 119. Beginning Guitar Class. (1)
Class in beginning guitar technique. Rhythm playing, single-string technique and introduction to classical literature. I.

MU 151. College Choir. (1)
Preparation for and participation in public performances of sacred and secular choral music. May be repeated for credit. I, II.

MU 220. Intermediate Guitar Class. (1)
More advanced technique and study of more advanced classical literature. Prerequisite: MU 119.

MU 231. Accompanying. (1)
Fundamentals of and practical experience in learning and performing accompaniments for singers and instrumentalists. May be repeated for credit.

MU 255. Instrumental Ensemble. (1)
Instrumental group designed for the enjoyment of ensemble performance. High school band or orchestra experience recommended. May be repeated for credit.

MU 271, 272, 373, 374. Music Theory I, II, III, IV. (4, 4, 4, 4)
Correlation of written and keyboard harmony, sight singing, and ear training. Lab component required. Prerequisite: MU 103, or permission of instructor.

MU 281. Classical Gold (Romanticism). (3)
Study of music from the death of J.S. Bach to the beginning of World War I, with masterworks recognized as Classic and Romantic styles. CORE-II.

MU 283. History of 20th-Century Music. (3)
Survey of the beginnings, history, and importance of 20th-century Western classical music, with an overview of American styles and jazz.

MU 291. Diction for Singers. (2)
Study of the sounds and intonation of Italian, German, and French as pertinent to lyric diction. Use of the International Phonetic Alphabet in developing and reading phonetic transcriptions of song texts.

MU 305. Music for the Elementary School. (2)
Procedures and techniques for teaching music in the elementary classroom. I, II, S.

MU 311, 312, 411, 412. Voice. (1)
Performance of songs and arias in English, Italian, German, and French. Emphasis on continuing development of vocal technique.

MU 315, 316, 415, 416. Piano. (1)
Advanced technical studies; Bach, the Well-Tempered Clavier or equivalent from the Romantic school; concertos, Contemporary pieces, and sonatas.

MU 357. Instrumental Methods. (3)
Study of orchestral instruments – winds, strings, brass, percussion – through practical experience in basic performance skills.

MU 375. Counterpoint. (3)
Analysis and writing for two, three, and four voices in the style of 18th-century counterpoint. Prerequisite: MU 374.

MU 377. Analytical Techniques. (3)
Study of structural materials used in composition, including melody, harmony, and form. Analysis of works from the 16th century through the contemporary period. Prerequisite: MU 374.

MU 380. Special Topics. (1-3)
Selected topics to be determined by the department.

MU 383, 384. Music History I, II. (3, 3)
Survey of the great movements in Western classical music through study of significant forms, correlation of historical events with corresponding periods of music, and understanding musical style, with application toward performance. **Meets the Communication Intensive course requirement in the major.**

MU 395. Fundamentals of Conducting. (3)
Fundamentals of conducting for voices and for instruments, with and without baton. Introduction of rehearsal procedures and techniques, with appropriate performance materials, style and interpretation.

MU 398. Junior Recital. (2)
Public performance (30 minutes minimum) for the music major in the junior year and recommended for the music minor in the senior year. Prerequisite: departmental approval.

MU 457. Piano Pedagogy. (3)
Principles and techniques for teaching piano; materials used in teaching and experience in practical teaching.

MU 459. Piano Literature. (3)
Important works written for piano from the 18th century to the present.

MU 477. Voice Pedagogy. (3)
Principles and techniques for teaching singing, through readings, class discussion and practical experience.

MU 479. Voice Literature. (3)
Survey of song literature in English, Italian, German and French, with emphasis on performance and stylistic characteristics.

MU 480. Special Topics. (1-3)
Selected topics to be determined by the department.

MU 490. Directed Studies. (3)
Under faculty supervision, an advanced study project will be pursued in the area of choice. Prerequisite: permission of department.

MU 498. Senior Recital. (2)
Public performance (45 minutes minimum) for the applied music major in the senior year. **Meets the Capstone course requirement in the major.** Prerequisite: departmental approval.

Natural Science (NS)

The candidate for the Bachelor of Arts degree in Natural Science must complete all the general degree requirements as stated earlier in this catalog.

Major Requirements:
BI 111, 211, 212; CH 131, 137; CS 110; MA 120 and 121 or MA 210; PH 231, 232; NS 211, 221*, 231*, 311, 498, 499.
*NS 250 may be substituted for NS 221 or 231 unless the student is seeking unified science certification.

Computer competency will be demonstrated by successful completion of CS 110.

Twenty hours of Natural Science, Biology, or Chemistry courses, numbered in the 200 level or higher. Eight credits must be at the 310 level or higher.

Clinical Laboratory Science Concentration:

Students with MLT certification seeking eligibility for MT certification must select course work which will satisfy Board of Registry requirements.

Up to 30 hours of credit will be granted for non-academic based clinical education from an accredited program and certification, registration, or licensure in the same clinical area. (Note: If clinical training appears on an official transcript, no additional credit beyond that recorded on the transcript will be granted.) MLT Clinical Training is not equivalent to clinical courses offered for the BSMT degree.

Unified Science Education Certification:

Students who major in Natural Science with this concentration will meet Unified Science certification requirements (9-12) approved by the state of Missouri. A Biology and a Chemistry Endorsement are offered. The following requirements must be met:

Natural Science Major Requirements.

State Core Requirements: See Education Section.

Education/Psychology Requirements: See Education Section.

A biology or chemistry endorsement must be obtained. Credits toward an endorsement may also count toward the major requirements.

Biology Endorsement Requirements: BI 220 or BI 330 and 340, BI 250, 310, 311, 312, 360, 498 and 499.
Chemistry Endorsement Requirements: CH 216, 217, 221, 321, 341, 451, 498, and 499; MA 225.

A Middle School major with a concentration in sciences is also available. See Education section.

Minor:
PH 117 or PH 231, BI 110 or BI 111, CH 115 or CH 131, NS 211 and NS 311.

NATURAL SCIENCE COURSES (NS)

NS 180, 280. Topics in Natural Science. (1)
Presentation and discussion of topics in natural science. Each offering will be titled appropriately. A student may take any number of different topics. I, II, S.

NS 211. Environmental Science. (4)
A study of the basic principles of environmental science with an emphasis on the interaction of humans and the environment. Course topics will include ecology, population, energy, air, and water. 3 hours lecture and 2 hours laboratory per week. II, even years.

NS 221. Physical Geology. (4)
A non-mathematical introduction to the study of the earth. Topics include minerals and rocks; dynamic internal processes including volcanism, earthquakes, plate tectonics, and mountain building; and surficial processes including erosion by streams, glaciers, and wind. Laboratory instruction in identification and classification of common minerals and rocks; introduction to and interpretation of topographic and geologic maps. 3 hours lecture per week. Laboratory. I.

NS 231. Descriptive Meteorology. (4)
Provides a basic understanding of the atmospheric environment at the introductory level. Scientific principles are applied to our understanding of the atmosphere and its processes. Topics for study include atmospheric composition, winds, clouds, moisture, weather systems, storms, weather prediction, and climate. The student receives an introduction to modern synoptic methods, including data collection, presentation, dissemination, interpretation, and application. Elementary forecasting techniques are discussed. The lab emphasizes the interpretation and use of real-time data, weather maps, charts and graphics; radar and satellite images; and computer forecasting and guidance. 3 hours lecture per week. Laboratory. Basic mathematical skills are required. II, even years. CORE-II.

NS 250. Astronomy. (4)
An introduction to our past and present knowledge of the universe, the galaxies, the stars and the planets. A description of the natural laws and physical observations which are leading us to an understanding of our place in the cosmos. Laboratory. I, odd years. CORE-II.

NS 311. History and Appreciation of Natural Science. (3)
A critical analysis of selected historical and contemporary events in science and technology leading to an understanding of the scientific world view, the nature of scientific inquiry and the scientific enterprise, and how science and technology shapes and is shaped by our society. Prerequisites: PH 117 or 231 and Biology and Chemistry courses of at least 3 semester hours each. I, even years.

NS/BI/CH 498, 499. Research and Seminar I, II. (1-2, 1-2)
Completion of an individual student research project in the laboratory or field leads to formal written and verbal presentations of student research in styles compatible with those of current journals and professional meetings. Topics include research methods and investigative design, use of primary literature, analysis and interpretation of data, communication in science, and introduction to the peer review process. **Meets the Capstone course requirement in the major**. Prerequisite: Permission of academic advisor and course instructor. I, II.

Nursing (NU)

The candidate for the Bachelor of Science in Nursing must complete all the general degree requirements.

Computer competency will be demonstrated by successful completion of CS 110.

Admission Requirements to the Department of Nursing

- Upon attainment of the sophomore status (or the academic year prior to entering the nursing major) written application by the student to the Department of Nursing is to be submitted no later than January 15th. Applications submitted after this date will be considered on a space available basis.

- Completion of prerequisites to the major (listed below). Transfer prerequisite courses must be approved by the college and the Department of Nursing. Transfer courses in ethics and microbiology taken more than ten years ago must be repeated.

- Applicant selection criteria will include:
  a. number of credit hours taken at Avila College,
  b. overall grade point average (GPA),
  c. essay response,
  d. patterns and trends in your academic history that indicate potential for success.
  e. consideration will be given to the applicant's potential to meet standards to apply for licensure.

- Avila freshman with a cumulative GPA of 3.5 and who meet all other admission criteria will be admitted to the nursing program.

Prerequisites for Nursing:

HUMANITIES
English Comp. (3) (EN 111 or above)
Communication (CO 110) (3)
Ethics (3)

SOCIAL & BEHAVIORAL SCIENCES
Sociology SO 101 (3)
or Anthropology AN 122 (3)
Psychology PY 101, 205 (6)
Quantitative Methods PY/SO 230 (3)
or Statistics MA 155 (3)

NATURAL SCIENCES AND MATH
General Chemistry I, CH 131 (4)
General Biology BI 111 (4)
Human Anatomy and Physiology BI 220 (6)
Microbiology BI 250 (4)
Statistics MA 155 or
Quantitative Methods PY/SO 230 (3)

OTHER
Nutrition HE 111 (3)
Economics EC 201 (3), EC 202 (3),
or EC 195 (3)

ADMISSION STANDARDS (Minimum)

- Cumulative G.P.A. of 2.50.

- Attainment of "C" or above in *all prerequisite* courses. These courses may be repeated only once. Nursing policy supercedes other college policies regarding number of times a course may be repeated.

- Completion of prerequisite courses by the end of the spring semester prior to entering the nursing major.
- Demonstrated ability for academic success with full-time enrollment (minimum 12 hrs.) at least one semester prior to beginning clinicals; the semester must include at least one science course.
- Written notification of acceptance of admission to the nursing major from the Department of Nursing.
- Junior students must have a current physical examination, a complete health history and meet immunization and other agency requirements *prior* to the beginning of nursing clinical courses. Drug screening and criminal disclosure information may be included in these requirements.
- Both junior and senior students must hold current certification in basic CPR and annual TB skintest.
- Both junior and senior students must carry their own health insurance coverage while in the nursing major. A health insurance form must reflect company and coverage and be on file in the nursing office.

Admission of Registered Nurses

Avila's tract for registered nurses is theoretically and clinically strong, flexible, and tailored to meet the RN's unique learning needs through credit by examination, independent learning experiences, flexible scheduling, a variety of clinical placements and application of principles of adult learning. Critical thinking, problem solving, creativity, and self-direction are emphasized. RNs explore new areas of interest. Faculty assist and support the student during an indepth clinical experience.

Registered nurses who are graduates of diploma or associate degree programs are eligible for admission. Advanced placement credit for some courses in the liberal arts and sciences and in the nursing courses may be granted if an articulation agreement exists or after satisfactory performance on proficiency examinations. The RN applicant must meet the same admission and graduation requirements as those required for all students. Applicants are asked to submit official transcripts from all nursing programs, and evidence of RN licensure.

Advanced standing credit nursing course examinations for the RN must be completed by April 1 and be reflected on the transcript.

Leave of Absence

1. A student who is satisfactorily meeting all the theory and clinical objectives of the current nursing course (e.g., maintaining a grade of "C" or above and passing clinicals) may be granted a one calendar year leave of absence to withdraw for personal problems or health reasons.
2. Students leaving the department on LOA are eligible to return within one calendar year (refer to Policy Regarding LOA).

Withdrawal/Dismissal

1. Students who do not achieve a "C" or "pass" in nursing courses (theory or clinical) may not progress and are dismissed from the nursing major.
2. Students who do not meet course objectives (e.g., not maintaining or obtaining a final grade of "C" or above) in the nursing major may be considered for readmission to the Department of Nursing a maximum of one time. Any subsequent failure to achieve a "C", "pass" or withdraw from a nursing course while not maintaining a "C" or "pass" will result in dismissal from the Department of Nursing without consideration for readmission.
3. Students who are dismissed as a result of breach of Student Professional Behavior are not eligible for readmission to the Department of Nursing.
4. All courses in a given level must be completed before progressing to courses in the next level.

Re-admission to the Nursing Major:

1. Students requesting re-admission to the nursing major may obtain an application form from the Department of Nursing

office. These forms must be submitted to the Chairperson of the Department of Nursing by January 15 for consideration the following fall semester or August 15 for those wishing to enter the following Spring.

2. Students who are readmitted must complete the same requirements for graduation as other members of the class to which they are readmitted.

Criteria for Completion of the Bachelor of Science in Nursing Degree

1. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.0.

2. Not less than 50 semester hours nor more than 60 hours in the nursing major may be counted toward the 128 hour requirement.

3. The RN student will have a five year time frame in which to complete the program. The time frame begins with the enrollment in NU 452. NU 452 is offered in the fall *or* summer semester in odd years.

4. Completion of the tests in the major as required. Registered nurse students are exempt.

5. Completion of the following nursing courses (50 hours) in addition to the prerequisite courses listed previously and the college core requirements:

NU 451 (4)	NU 463 (6);
NU 452 (3) (RN only)	NU 465 (5);
NU 453 (3);	NU 467 (6);
NU 454 (3);	NU 472 (5);
NU 457 (2);	NU 477 (6);
NU 461 (5);	NU 479 (2);
NU 462 (3);	

6. Upon completion of graduation requirements, the graduate may apply to take the National Council Licensure Examination (NCLEX) for professional nurses. Licensure applicants must be at least 19 years of age and have completed the basic professional curriculum in an accredited school of nursing. Graduation does not ensure licensure eligibility. Certain criminal activity, functional abilities and other applicant information may render a graduate ineligible for licensure. The State Board of Nursing in the state in which licensure is sought will make the decision whether or not to allow an individual to take the licensure examination. Refer to Section 335.066 1.2 (1) thru (14) and 335.046 of the State of Missouri Nursing Practice Act. Additional information is available from the Department of Nursing.

7. See college catalog for additional graduation requirements.

Major Outcomes

- Integrate values and beliefs in response to personal beliefs, professional concerns and social issues.
- Use effective and facilitative communication.
- Use critical thinking and decision making to: a) assess and analyze family and social health related needs; b) plan and implement nursing interventions; c) evaluate outcomes.
- Exhibit professional role competencies with an emphasis on the roles of clinician, advocate, educator, leader, manager and colleague.

Students may submit a written petition with rationale to the Department of Nursing for special exception to the above policies. The Department will have the right to accept or reject this petition.

NURSING COURSES (NU)

Students must provide their own transportation to the health care agencies when enrolled in nursing courses.

Laboratory fees will be charged for all nursing courses.

NU 451. Nursing Concepts. (4)

In this Level 1 Nursing theory course students will explore a framework for understanding the client's experience as well as their understanding of self. Content includes, but is not limited to, the following concepts: holism, health, wellness/illness, spirituality, grief and loss,

pain, self-concept, body image, and sexuality. Communication, nursing process, teaching-learning, chronicity, rehabilitation, cultural diversity, and aging will also be addressed. Meets the Communication Intensive course requirement in the major. Prerequisite: Admission to the nursing major. I.

NU 452. Baccalaureate Transition. (3)
This nursing theory course will introduce and/or update nursing care concepts and professional socialization issues with the RN student. Content includes, but is not limited to, current nursing concepts of care, issues and trends, ethics and legalities. Prerequisite: Admission to the nursing major. I or S, odd years.

NU 453. Health Assessment. (3)
(Theory, 2 credit hours/Lab, 1 credit hour).
This Level 1 Nursing theory/laboratory course will include interviewing strategies for obtaining health histories, learning physical assessment skills, and learning how to recognize abnormal from normal health assessment findings at varied ages. Prerequisite: Admission to the nursing major. I.

NU 454. Socialization into Nursing. (3)
This Level 1 Nursing theory course will reflect upon the history of nursing as well as current issues, allowing students to begin developing their own philosophy of nursing as they explore the roles and functions within nursing today. Students will spend time studying the impact of nursing history upon today's practice, and will become familiar with the conceptual framework of this nursing program and nursing theories. Students will begin to recognize how ethics and legalities affect nursing. Meets the Communication Intensive course requirement in the major. Prerequisite: Admission to the nursing major. I.

NU 457. Patient Care Skills. (2)
(Laboratory, 2 credit hours).
This Level 1 Nursing course is a laboratory course based on theory which introduces the student to the fundamental skills nurses perform. Primary skills addressed are patient and staff safety, vital sign assessments, body mechanics, hygiene practices, bedmaking, medication administration, intravenous therapy, administration of oxygen, nutritional assistance, assistance with elimination, wound care and comfort measures. Prerequisite: Admission to the nursing major. I.

NU 461. Health Promotion and Risk Reduction. (5)
(Theory, 3 credit hours/Clinical, 2 credit hours).
This Level 2 Nursing theory/clinical course provides the student with knowledge and understanding of the promotion of health, wellness, disease, and injury prevention. It explores health promotion models, empowerment of self care, epidemiology, screening and prevention tools and also considers motivation for health behaviors including lifestyle choices. Students use health assessment skills to determine levels of wellness and explore methods for promoting optimum levels of functioning for the client. Prerequisite: Level 1 nursing courses. II.

NU 462. Research in Nursing. (3)
This Level 2 Nursing theoretical introductory research course focuses on the research process in nursing. Emphasis is on the role of clinical research in nursing, the scientific research process, steps in the research process, and types of nursing research. Research designs, methods of data collection, measurement and sampling, analysis of research data, and interpreting and evaluating nursing research reports will also be discussed. Meets the Communication Intensive course requirement in the major. Prerequisite: Level 1 nursing courses, NU 461, NU 463. I.

NU 463. Episodically Ill Adult. (6)
(Theory, 4 credit hours/Clinical, 2 credit hours).
This Level 2 Nursing theory/clinical course will address the nursing care of the episodically ill adult. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides beginning experience in case management. Pharmacology and pathophysiology will be integrated. Prerequisite: Level 1 nursing courses. II.

NU 465. Mental Health Nursing. (5)
(Theory, 3 credit hours/Clinical, 2 credit hours).
This Level 2 Nursing theory/clinical course will prepare the student to use human behavioral, developmental and psychiatric theory as foundational knowledge for nursing process and practice. Therapeutic use of self and available

environment are developed as a means to effect constructive changes in clients and family's responses to psychological life stressors. Pharmacology and pathophysiology appropriate to content will be integrated. Prerequisite: Level 1 nursing courses, NU 461, NU 463. I.

NU 467. Continuum of Care for the Adult. (6)
(Theory, 4 credit hours/Clinical, 2 credit hours).
This Level 2 Nursing theory/clinical course will address the nursing care of the chronically ill adult throughout the continuum of care. All parts of the nursing process will be utilized in the care of the client and significant others. The course provides experience in case management with emphasis on gerontology and rehabilitation. Pharmacology and pathophysiology will be integrated. Prerequisite: Level 1 nursing courses, NU 461, NU 463. I.

NU 472. The Vulnerable Family. (5)
(Theory, 3 credit hours/Clinical, 2 credit hours).
This Level 3 Nursing theory/clinical course will address the nursing care of the vulnerable and/or high-risk child-bearing/child-rearing family. All parts of the nursing process, pharmacology, and pathophysiology will be integrated as appropriate for the content. Prerequisite: Level 1 and 2 nursing courses. II.

NU 477. Professionalism in Nursing: Societal Health and Practice. (6)
(Theory, 4 credit hours/Clinical, 2 credit hours).
This Level 3 Nursing theory/clinical course creates an opportunity through which students will develop their professional nursing role within society and practice. Students will continue to refine their philosophy of nursing as it relates to leadership within the profession. As students are exposed to different professional leadership roles within nursing they will determine how to best demonstrate their own leadership styles. Students will gain overall understanding and approach to a broader view of "client" which includes special populations and aggregates as well as the community as a whole. Clinical application and synthesis of theories will allow students to apply leadership skills as they address the concept that the community is more than a sum of its' parts. Students will assess the community and apply the nursing process in diagnosing, planning and development of programs to meet the community's needs as well as ways to evaluate their effectiveness. Meets the capstone and Communication Intensive course requirement in the major. Prerequisite: Level 1 and 2 nursing courses. II.

NU 479. Clinical Internship. (2)
In this Level 3 Nursing clinical course students will spend a concentrated time period in a selected area of focus functioning in the capacity of a beginning staff nurse. Prerequisite: Level I and 2 nursing courses. II.

NU 490. Directed Study. (1-3)
The student independently pursues an approved and directed in-depth study of a specific area of nursing. Admitted nursing majors only. I, II.

Philosophy (PL)

No Major is offered.

Minor: Eighteen hours of Philosophy; twelve hours must be 200-level courses or higher.

PHILOSOPHY COURSES (PL)

PL 111. Introduction to World Philosophies. (3)
This course is mostly metaphysical in nature. It involves a critical examination of the place of human beings in the world from both the Western and non-Western philosophical perspectives. Throughout the course, the students reflect upon their own life experiences in light of the philosophies studied and articulate their own philosophy of life. CORE-II.

PL 113. Logic. (3)
Emphasis on the study of informal logic: how to argue cogently and to detect fallacious reasoning. Basic elements of symbolic logic are introduced.

PL/TH 221. The Existence of God. (3)
Classical and contemporary arguments for establishing the existence of God. Contemporary concepts of God and other related issues such as evil and immortality.

PL/WS 225. Women Philosophers (1-3)
Examines the philosophy of contemporary women philosophers on a wide variety of subjects, including women's nature and values, social and political philosophy, law, religion and ethics. These writings present a woman's perspective with the intent of encouraging women to value and trust their experiences and ideas.

PL 255. Ethics. (3)
Critical examination of contemporary moral issues in light of underlying values, components of moral decision-making, and standard ethical theories. CORE-II.

PL/GS 302. Ethical Issues of Aging. (1)
Focus on the ethical issues related to aging in contemporary society.

PL/GS 302. Death and Dying. (1)
Focus on the skills and knowledge necessary to help people participate as informed, reflective adults in those life passages that deal with their own mortality and that of other human beings.

PL 311. Existentialism. (3)
Critical examination of the ideas of existence, freedom, relationships, and anxiety in the works of contemporary existentialists. Prerequisite: one lower-division philosophy course.

PL/IS 312. Bioethics. (3)
In this course the students use primary sources to examine the major bioethical issues from the perspective of various disciplines: biology, law, and philosophy. Each issue is analyzed in all of its complexity. The multiple viewpoints are studied and weighed in light of one's own value system. Research and discussion are essential components of the course. Prerequisites: BI 110 or 111, or 211 or 212 or 220; PL 111 or 255. CORE-III.

PL 355. Philosophy of the Human Person. (3)
Examination of the philosophical theories of human nature as presented in the works of specific philosophers from the ancient, medieval, modern, and contemporary world. Prerequisite: one lower-division philosophy course.

PL 380. Special Topics. (1-3)
Selected topics to be determined by the department.

Physics (PH)

No Major or Minor is offered.

PHYSICS COURSES (PH)

PH 117. Physics Concepts. (4)
Development of basic conceptual models of physical phenomena including light and color, heat and energy, electricity, and motion in an activity-based, collaborative environment. I, II. CORE-II.

PH 180, 280. Topics in Physics. (1-3)
Presentation and discussion of physics topics. Each offering will be titled appropriately. A student may take any number of different topics. Prerequisites vary with the topic being presented. I, II, S.

PH 231. General Physics I. (5)
A problem solving approach to the quantitative understanding of physical principles including Newton's laws of motion, linear and rotational dynamics, energy and momentum, thermodynamics, and waves. Laboratory. Prerequisites: MA 120 and 121 or consent of instructor. I.

PH 232. General Physics II. (5)
Continuation of PH 231. A problem solving approach to the quantitative understanding of physical principles including electricity and magnetism, optics, and basic quantum theory. Laboratory. Prerequisites: MA 120 and 121, PH 231, or consent of instructor. II. CORE-II.

PH 280. Special Topics. (1-3)
Selected topics to be determined at the discretion of the department.

Political Science (PS)

The study of Political Science is the study of government and its impact on the human community. The range of analysis includes international, national, state, and local levels of organization as well as the interaction between them. This program prepares the student for entrance into various areas of the political system, the private sector, law and the internation-

al community. A student may opt for the general PS major or add a concentration in Prelaw or Public Administration.

The candidate for the Bachelor of Arts degree in Political Science must complete all the general degree requirements as stated earlier in this catalog.

Computer Literacy: Fulfilled by SO 231 - Computer Applications in the Social Sciences (3).

In addition to the general education requirements, the following courses in the Major must be completed.

Major:
39 PS hours, including these required courses: PS 120, 230, 397, 451 AND 231 or 332, 320 or 323, 340 or 341, 424 or 426.

Related Requirements:
All PS majors are also required to take: EC 201, EN 112, SO 101 and SO 231 and demonstrate competence through two semesters (6 hours) of the same foreign language at the college level.

Prelaw Concentration:
General PS requirements and related requirements plus PS 231, 232, 332, and 3 of the following 4 courses: 334, 337 (3), 345, 434. Also, related requirement - EC 202.

Public Administration Concentration:
General PS requirements and related requirements plus PS 121, 220, 320, 323, 495, and 325 (3) or 302. Also related requirements EC 202 and AC 201.

Political Science majors and minors must receive a grade of "C" or above in all major courses, including related requirements.

Political Science Major Outcomes
The political science major at Avila College seeks to provide students with a well-rounded liberal arts education with a focus on the interactions among basic elements of political systems. To that end, the following program outcomes will be achieved by all students seeking to graduate with a major in political science.

All political science majors will have a mastery of the basic concepts, principles, and knowledge in political science.

a. Identify the major fields and theories of political science
   -the role of the scientific method in studying politics
   -normative and empirical theories of politics
   -the assumptions and methods used by various competing theoretical perspectives
   -criteria with which we can judge the applicability and usefulness of various theoretical perspectives
b. Demonstrate an awareness and understanding of
   -power
   -the ethical dimensions of governing
   -the major political systems of the world
   -the transnational and international dimensions of politics
   -law and its role in politics
   -governing with ethnic and cultural diversity
   -the relationship between history, society, economics, and politics
c. Effectively employ quantitative and qualitative empirical research methodologies to gather and interpret data about the political world.
   -understand and apply the concept of causality
   -Be able to analyze and understand relationships among political phenomenon particularly the relationship between actors (individuals and institutions), structures, and policies.
   -Interpret charts, graphs, and diagrams.

Minors:

Political Science Minor: PS 120 and 15 semester hours of PS courses to include at least 9 hrs. at the 300 level or above.

Pre-Law Minor: The pre-law minor seeks to provide a vehicle for non-political science majors who may be interested in law school to learn about the law. All pre-law minors must take PS 120, 231, 332 and 9 additional hours selected from the following courses: PS 332, 334, 335, 337 (3), 344, 345.

POLITICAL SCIENCE COURSES (PS)

PS 120. American National Government. (3)
The structure, function, problems and accomplishments of American government at the federal level including discussions of the Federal Constitution and Missouri Constitution. I, II. CORE-II.

PS 121. Introduction to Public Administration. (3)
Survey of the historical and contemporary status of administrative institutions, principles and practices of public administration. Bureaucratic and organizational concerns are covered as well as budgetary, legal, and personnel matters. A comparative analysis of administrative approaches is also included. Prerequisite: PS 120 or consent of instructor. I, alternate years.

PS 220. State and Local Politics. (3)
The relationship that exists in and between state and local governments. Powers of governors and mayors, forms of governments, and timely issues explored. Regional politics and future scenarios analyzed. II, alternate years.

PS/PY/SO 230. Quantitative Methods. (3)
An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

PS 231. American Justice System. (3)
Introduction to the American court system at the federal and state levels including judicial process and legal decision-making. Examination of judicial selection processes and the impact of the American judiciary on public policy. I.

PS/LG 232. Introduction to Legal Research and Writing. (3)
An introduction to basic legal research and writing, concentrating on the various methods and resources for legal research. Drafting of communications to record and convey results of research. A basic overview of legal research tools such as case reporting services, statutes, digests, encyclopedias, dictionaries, and computers. II.

PS/GS 302. Long Term Care Administration. (3)
This course pursues an interdisciplinary approach to the study of managing long term care facilities. Historical, management, legal, financial and personnel aspects are emphasized. Alternate years.

PS/GS 302. Federal/State Programs for Older Adults. (1-3)
An examination of federal and local, social and financial programs available to the elderly. Topics include national health insurance, legal services, home health care, strategies for effecting legislative priorities. Alternate years.

PS 315. Women in Politics. (3)
Study of the basis of female participation in the American political process, who participates and why, political issues relevant to American women's power and minority status.

PS 320. Public Policy. (3)
The process of public policy making. How government bodies determine what a public problem is; how they formulate, implement and evaluate policy. Course will also include case studies. I.

PS 322. Elections and Voting Behavior (3)
Structure and function of the American Electoral system and factors that influence voters decisions. Impact of political parties, interest groups and public opinion on the electoral process. I, alternate years.

PS 323. Public Management (3)
A survey of the major theories of public management including responsibilities and obligations of the principal participants in government. Discussion of the relationship between structure and process in administrative units and a study of the basic concepts of administrative behavior. Tools of management are analyzed as well as the roles of politics, power and performance. II.

PS 324. The American Presidency. (3)
An analysis of the Presidency as a key institution in the American system. Case studies will be presented to illustrate the contribution certain Presidents have made. I, alternate years.

PS 325. Topics in Public Administration (1-3)
Selected topics of current interest dealing with specific public management issues. Included in current offerings are Criminal Justice Administration, Managing Not-For-Profits, MBO and Conflict Resolution, Women in Management.

PS 326. The American Congress. (3)
A discussion of the role and function of the American Congress. Attention to be focused on the policy process. The Congress will be compared with other legislatures and evaluated on the basis of its ability to serve its purposes. II, alternate years.

PS 332. Constitutional Law I. (3)
Principles of the American political system as prescribed by the Constitution and interpreted by Supreme Court decisions. Emphasis on the institutions of government and the relationship between the three branches at the national level. I, alternate years.

PS 334. Constitutional Law II. (3)
Constitutional protections both from and of government with emphasis on Supreme Court decisions defining fundamental liberties, property rights and the requirements of substantive due process. II, alternate years.

PS 335. Legal Rights of Women. (3)
Exploration of the current issues surrounding women's rights. Topics include credit rights, employment rights, procreation rights, political (citizen) rights, etc.

PS 337. Topics in Law. (1-3)
Selected topics dealing with specific, contemporary, legal issues. I, II.

PS 340. Comparative Politics. (3)
A comparative analysis of the dynamics of various political systems and cross national political behavior with emphasis on the basic concepts of comparative political study. Selected political systems from various regions of the world-Western Europe, Latin America, Middle East, Africa, Russia-will illustrate the concepts. I, alternate years.

PS 341. International Relations (3)
Study of the development of the international state system and the interaction between particular political systems and regions. International law and organizations, the role of nationalism and ideology in determining foreign policy and political, social and environmental problems in the international arena are among some of the topics discussed. I, alternate years.

PS 344. Criminal Law. (3)
Distinction between criminal and civil law, the role of different participants in the criminal justice system, classification of crimes by state and federal standards, stages of criminal prosecution, constitutional rights and limitations. II, alternate years.

PS 345. Introduction to Litigation. (3)
An overview of the civil litigation process including a study of the rules of civil procedure and the rules of evidence. Emphasis will also be placed on the development of skills involved in simple litigation matters including the preparation of pleadings, motions and discovery requests. I, alternate years.

PS 346. American Foreign Policy. (3)
Analysis of the making of U.S. foreign policy, policy outcomes and the relationship of the major participants in the formation of policy. Case studies will be examined in their historical context. II, alternate years.

PS 380. Topics in Political Science. (1-3)
Selected topics dealing with current problems in the area of political science. These will include areas such as social issues, nuclear war, the environment, terrorism, foreign policy, women and politics, and others. I, II.

PS/SO/SW 397. Research Methods. (3)
Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurements; questionnaire construction; interviewing and data collection; processing and tabulation analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: consent of instructor. I.

PS 420. Political Philosophy. (3)
A survey of the origins of political theory from the Ancient-Medieval period of political philosophy to contemporary political ideologies. Specific political philosophers are examined including Plato, Aristotle, Machiavelli, Locke

and Rousseau; as well as the political ideologies of Liberalism, Conservatism, Marxism and Fascism. Prerequisite: 3 hours of PS coursework. II, alternate years.

PS 451. Scope and Methods of Political Science (3)
A capstone course which explores the theoretical foundations of political science as related to the major fields of research and methodological applications including critiques of various analytical models and research designs in the study of political phenomena. **Meets the Capstone course requirement in the major.** Prerequisite: PS 397. II.

PS 490. Directed Readings. (1-3)
Specialized assignment worked out between the faculty member and the student. Prerequisite: 6 hours in PS and consent of instructor.

PS 495. Internship (9)
An opportunity to gain first-hand experience by working in a governmental agency or law office. Opportunities also exist for the student to do their internship through the Washington Center in Washington D.C. Prerequisite: 18 hours in Political Science.

Prelaw

This area of study is intended to acquaint the student with the legal system in a general manner as well as several areas of law and legal analysis. A student involved in Prelaw coursework might be interested in law school and/or working in the judicial system.

For required coursework, please see the Political Science major/minor.

Premedicine

This major is designed to help prepare a student for admission into a school of medicine, dentistry, pharmacy, optometry, or podiatry. The special entrance requirements of the professional schools to which the student may later apply are considered when electives are chosen.

Computer competency will be demonstrated by successful completion of three hours of CS 110. The candidate for the Bachelor of Science Degree in Premedicine must meet the following requirements:

1. Completion of at least 128 semester hours of academic work with a minimum grade point of 3.0.
2. Completion of the final 30 hours at the college
3. Completion of at least 12 hours in the major at the college at the 300 and 400 level.
4. Completion of the general degree requirements as stated earlier in this catalog.

The following courses in the premedicine major must be completed:

BI 111, 211 and 212, three of the following biology courses: BI 250, 311, 312, 320, 330, 340; CH 131, 137, 216, 217, 221, and 341; CS 110; NS/BI/CH 498, 499; PH 231, 232; MA 210; EN 111 and 112; PL 255.

NO MINOR IS OFFERED.

Psychology (PY)

Psychology is the study of human consciousness, behavior and experience. The purpose of the psychology major is to develop an understanding of the human condition. The major in psychology is designed to prepare students to learn more about themselves and others and to see more deeply into the complex problems humans face.

Students will learn the various methods that are used in this endeavor, as well as the knowledge base of the field. Majors will develop an understanding that each of us exists, not only as an individual, but as part of a family, a culture, and a species.

The curriculum is designed for:

I) students interested in bachelor's level work as preparation for careers in business, law, medicine, nursing, education, and other professional fields;

2) students interested in preparing for graduate-level work and a professional career in psychology.

The candidate for the Bachelor of Arts degree in Psychology must complete all the general degree requirements as stated earlier in this catalog.

Computer competency will be demonstrated by successful completion of CS 110-Understanding Computers.

In addition to the general education core requirements, the following courses in the Major must be completed.

Major:
PY 101, 201, 203, 220, 230, 231, 310, 316, 320, 335, 350, 485, 497 and 498 plus 9 elective hours from 301-499; **Competence through two semesters of the same foreign language at the college level.**

PY 335 Experimental Psychology must be completed before a student enrolls in PY 498 Independent Research. All required major courses must be completed with a grade of "C" or better.

Minor:
PY 101, 201, 310 plus 9 elective hours selected with consent of the minor advisor, three from 201-299, six from 301-499.

PSYCHOLOGY COURSES (PY)

PY 101. General Psychology. (3)
An introduction to the theories, methods, and perspectives that psychologists use to describe and explain human behavior, mental processes, and experience. I, II. CORE-11.

PY 201. Theories of Personality. (3)
The scientific study of the whole person, integrating theory and research. Prerequisite: PY 101. I, II.

PY 203. Cognitive Psychology. (3)
A general overview of classic and current research in cognitive processing. Topics to be covered include: attention, memory, problem solving, reasoning, conceptual thinking and mental strategies involved in language expression and comprehension. Prerequisite: PY 101. I.

PY 205. Human Growth and Development. (3)
A survey of the main patterns of growth and development of the person over the life span; emphasis on the social, intellectual, emotional and physical development of the person. I, II, S, even years.

PY 220. Child and Adolescent Psychology. (3)
A study of the biological, cognitive, social and emotional development of children and adolescents. Prerequisite (for Psychology majors only): PY 101 or PY 205. I, II, S, odd years.

PY/ED 225. Educational Psychology. (3)
Application of psychological principles to the field of education; nature of the learning process; motivation devices; evaluation of learning. I, II, S.

PY/PS/SO 230. Quantitative Methods. (3)
An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

PY/SO 231. Computer Applications (3)
An introduction to the Statistical Package for the Social Sciences (SPSS). Prerequisite: PY 230 or equivalent. I, II.

PY/ED 235. Psychology of the Exceptional Child. (3)
Designed to provide an introduction to the various areas of exceptionality (gifted, mentally retarded, learning disabled, behavior disordered, etc.). Social, educational and family characteristics of exceptional children are explored. Samples of the unique teaching methods, materials and techniques of instruction are studied. In addition, laws and regulations covering exceptional students are presented. Observation hours are required. I, II, S.

PY/GS 302. Psychology of Aging. (3)
Study of the psychological changes and adjustments necessitated by aging. Changes in cognition, role and personality reflecting advancing

age. Presentation of current theories and research on aging. II, odd years.

PY 310. Abnormal Psychology. (3)
A general overview of the etiology, characteristics and determinants of functional and organic deviations of normal behavior; general information about the therapeutic approaches; the study of the role of behavioral sciences in community mental health action. Prerequisites: PY 101, 201 or consent of instructor. I, II.

PY/WS 312. The Psychology of Women (3)
This course explores how women have traditionally been represented in psychology. We will discuss biological, psychological and social influences which contribute to gender differences in experience. The class will focus on women's diversity with respect to race and ethnicity, sexual orientation and age. I.

PY/SO 316. Social Psychology. (3)
Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individuals' attitudes. A study of the attitudes, beliefs and perception of self and others. Prerequisites: SO 101 or PY 101. I, II.

PY 320. Current Trends in Psychotherapy. (3)
A survey of the techniques and major systems of psychotherapy. Prerequisites: PY 101, 201, 310. II.

PY 335. Experimental Psychology. (3)
This course will survey descriptive and experimental research methods in psychology. Students will be introduced to the process of generating research questions, designing a project to address the question, analyzing the results and drawing conclusions. **Meets the Communication Intensive course requirement in the major.** Prerequisites: PY 101, 230; must be taken prior to PY 498. II.

PY 350. Biological Bases of Behavior. (3)
Biological psychology seeks to explain behavior in terms of its physiology, its development, its evolution, and its function. An introduction to the biological mechanisms most relevant to key issues in psychology. II. [first offering SP 99]

PY 380. Special Topics in Psychology. (1-3)
Psychological principles applied to current dilemmas in American society. Specific topics change each semester. Prerequisites: PY 101, 201, or consent of instructor. I, II, S.

PY 381. Interpersonal Psychology. (3)
This course will combine didactic teaching with experiential examination of transactional analysis as a psychological tool and as a method of communication. Prerequisite: PY 101, 201. II, even years.

PY 382. Clinical Psychology. (3)
This course will survey the relevant topics in the clinical practice of psychology. Licensure, ethics, training, intervention techniques, and assessment will be discussed as significant areas of interest for the clinical practitioner. Prerequisite: 101, 201. I, even years.

PY 383. Human Behavior & Addiction. (3)
The focus of this course is to investigate and understand the addictive process; that is, the origin, course, maintenance and consequences of uncontrolled thought, feeling or behavior. Addictions to be studied will include food, cigarette, alcohol, legal/illegal drugs, gambling, etc. The students will be exposed to the impact of addictive behavior upon individuals, families and larger social groups. I, odd years.

PY 384. Characteristics of Troubled Youth. (3)
An introduction to the assessment, etiology, and treatment of childhood/adolescent disorders. The course will consider risk factors and resiliences, the complexities of classification and diagnosis, and diverse intervention strategies. II, odd years.

PY 390. Directed Study. (1-3)
Opportunity for student to explore a topic of interest in depth. Prerequisites: 30 hours in Psychology and consent of instructor. I, II, S.

PY 485. Practicum in Psychology. (1-3)
Student field placement in a setting requiring the use of skills and knowledge appropriate for psychology majors. Prerequisites: 30 hours in Psychology and consent of instructor. I, II.

PY 497. Independent Research I. (2)
Students will frame a researchable question and write a literature review, placing the question in its academic and historical context. This course

may be taken either concurrently with or following PY 335, Experimental Psychology. **This course (combined with PY 498) meets the Capstone requirement in the major.**

PY 498. Independent Research II (2).
Working with the material generated in PY 497, students will devise an appropriate procedure, collect and analyze data, and write their final report in APA Style. Students will also present their project orally. **This course combined with PY 497 meets the Capstone requirement in the major.**

Radiologic Science (RT)

The candidate for the Bachelor of Science degree in Radiologic Technology will complete requirements that lead to certification in Radiography.

The Radiography Program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Persons who have completed or are currently enrolled in Radiologic Science Programs elsewhere are eligible for admission to the upward mobility program leading to a Bachelor of Science degree in Radiologic Technology. Formal acceptance into the upward mobility program will not be given until the student has successfully passed the Registry exam given by the American Registry of Radiologic Technologists. The student must then submit evidence of completion by official notification from the A.R.R.T. to the college registrar's office.

Computer competency will be demonstrated by successful completion of CS 110.

Radiography

Avila College, St. Joseph Health Center, Columbia Independence Regional Health Center, and St. Luke's Hospital, cooperatively offer a four-year integrated radiography program. Those who have been accepted into the major and have met requirements for the clinical portion of the program will begin their clinical work during the spring semester of their sophomore year.

Admission of Generic Students to the Radiography Program

1. Receive acceptance into Avila College by the Admissions Office.

2. Have an interview with the Radiography Program Director.

3. Demonstrate the ability to meet all technical standards of performance in educational and clinical activities within the clinical laboratory.

Admission of Generic Students to the Clinical Portion of the Radiography Program

1. The student will first apply and receive acceptance to the college for general admission.

2. A student who begins Avila College as a first-time freshman is given priority over transfer students for admission to the clinical portion of the major.

3. A transfer student will not be considered for admission into the clinical portion of the Radiography major, unless they are enrolled at Avila during the semester prior to the beginning of the projected clinical portion of the program. The clinical portion of the program begins each January.

4. Complete at least 36 hours of college credit including the following prerequisites (must earn at least a "C" in all prerequisite courses):

   a. BI 111
   b. BI 220
   c. PH 117 or PH 231 and 232
   d. HE 124
   e. MA 115 or 120
   f. CH 131

5. If there are more than fifteen students that have applied for the radiography major (in any one year) then the top fifteen students will be selected based upon a review of col-

lege grade point average, ACT or SAT and the interview.

6. A candidate for the clinical portion of the Radiography program must meet the following criteria:
   - cumulative minimum college G.P.A. of 2.5
   - a "C" or above is required for all courses in the major
   - any course may be repeated only once
   - completion of all prerequisites and sophomore standing
   - completion of visits to the clinical sites in the program
   - interview with the program faculty

7. Complete health history, physical examination with required immunizations and technical standards form. Students must also complete any requirements that the clinical sites have established for students.

Admission of Registered Radiographers to the Upward Mobility Program

1. Receive acceptance into Avila College by the Admissions Office.

2. Evidence of Certification by the American Registry of Radiologic Technologists.

3. A student in the upward mobility program is limited to taking only 9 credit hours before evidence of certification by the A.R.R.T. is required. The student may not continue in the program unless they are registered technologists.

The candidate for the Bachelor of Science Degree in Radiologic Technology (radiography tract) must meet all requirements listed below:

1. Completion of academic work with a minimum cumulative grade point average of 2.0.

2. Completion of the general degree requirements as stated under the academic policies and procedures.

3. Maintain a "C" or above in all Natural Sciences, Mathematics, Allied Health and Radiologic Technology courses. These courses may be repeated only once to obtain the minimum grade of "C".

4. The following courses in the Radiologic Technology major must be completed:
   Natural Sciences, Computers, and Mathematics
   Biology: BI 111, 220 (10)
   Chemistry: CH 131 or equivalent (4)
   Computer Science: CS 110 (3)
   Mathematics: MA 115 or 120 (4,3)
   Physics: PH 117 or 231 and 232 (4,10).
   HE 124 (2).
   Radiologic Technology
   (Radiography)
   RT 451*, 452*, 453*, 454**, 455**, 456, 457**, 458**, 459, 460*, 461*, 462*, 463*, 464*, 465*, 467*, 468*, 469, 488*, 499 and 8 hours of course work approved by the student's advisor.

   N.B.
   Registered Radiographers receive credit for all of the starred (*) courses totaling 39 hours. Courses that are (**) may be challenged through examinations.

   In addition to receiving credit for Radiography, Registered Radiation Therapists and Registered Nuclear Medicine Technologists may receive 11 credit hours and Registered Diagnostic Medical Sonographers may receive 13 credit hours. Evidence of certification from the Registry must be provided. See the Program Director for details. Students are still responsible for 12 hours of upper division courses within the major.

5. Computer competency will be demonstrated by successful completion of CS 110.

6. Radiologic Science majors may also earn minors in several different areas. The student should consult the catalog for additional information

RADIOLOGIC SCIENCE COURSES (RT)

RT 451. Introduction to Radiologic Science. (3)
An overview of the radiologic technology profession, its history, and the criteria for success in the profession. Basic introduction to the effects of radiation, radiation monitoring and protection for personnel and patients, and radiographic imaging. Study of patient assessment and basic nursing skills necessary to provide for

patients' physical and emotional needs, including safety procedures used during radiographic examinations. Three hours lecture per week.

RT 452. Radiographic Procedures I. (4)
Introduction to radiographic procedures, basic terminology, topographical landmarks, and examinations of the chest, abdomen, and extremities are studied. Correlation of theory and practical application in the laboratory. Three hours lecture, one hour laboratory per week. Prerequisites: BI 220, with a minimum grade of "C".

RT 453. Radiographic Procedures II. (4)
Review of anatomy and terminology pertinent to the digestive, urinary and biliary systems, and the study of procedures, positioning and contrast media used in radiographic examinations of these systems. Introduction to tomography is included. Correlation of theory and practical application in the laboratory. Three hours of lecture and laboratory per week. Prerequisites: BI 220.

RT 454. Radiologic Science I. (3)
Fundamentals of x-ray production, properties of x-ray tubes and circuits, mechanics of interaction with matter and an introduction to radiographic quality. Three hours of lecture per week. Prerequisites: MA 115 or 120, CH 131, PH 117 or 231 and 232.

RT 455. Radiologic Science II. (3)
Advanced study of factors and conditions influencing radiographic quality and concepts and analysis of imaging systems. Three hours of lecture per week. Prerequisite: RT 454 with a minimum grade of "C".

RT 456. Radiologic Science III. (2)
Advanced study of the various image modalities including CT and MRI. Two hours of lecture per week. Prerequisite: RT 455 with a minimum grade of "C".

RT 457. Radiographic Procedures III. (4)
Review of anatomy and terminology pertinent to the skeletal system. Radiographic positioning of the spine and skull. Correlation of theory and practical application in the laboratory. Three lecture hours and one hour of laboratory per week. Prerequisites: RT 452 and 453 with a minimum grade of "C".

RT 458. Radiographic Procedures IV. (2)
Review of anatomy and terminology pertinent to the respiratory, vascular, reproductive, and neurological systems, including the procedures, positioning and contrast media used for radiographic examination of these systems. Two hours lecture per week. Prerequisites: RT 457 and 464 with a minimum grade of "C".

RT 459. Radiation Biology and Protection. (3)
Study of the interactions of radiation with matter, biological effects of ionizing radiation, quantities and units, radiation protection of patient and health care personnel; exposure guidelines and monitoring. Three hours of lecture per week. Prerequisite: BI 220 or consent of Radiologic Technology Program Director.

RT 460. Clinical Education I. (4)
A clinical course focusing on policies, procedures and functions of the radiology clinical setting. With direct supervision, the student will develop clinical skills through observation and assistance in routine general radiographic studies. 15 weeks up to 32 hours per week at the clinical site. Prerequisites: See Admission of Generic Students to Clinical portion of Radiography Program. Concurrently with RT 451, 452, 453 and 454.

RT 461. Clinical Education II. (4)
A clinical course with emphasis on supervised application and evaluation of procedures in routine general radiographic studies and fluoroscopic and genitourinary procedures. Students will assist in these areas as directed by the supervising technologists. 8 weeks of 32 hours per week at the clinical site. Prerequisites: RT 451, 452, 453, 454 with a minimum grade of "C".

RT 462. Clinical Education III. (5)
A clinical course with emphasis on supervised application and evaluation of procedures using contrast media, basic mobile radiography, tomography and continued supervised practice in application and evaluation of procedures in general radiographic studies. 16 weeks up to 32 hours per week. Prerequisite: RT 461 with a minimum grade of "C".

RT 463. Clinical Education IV. (5)
A clinical course with emphasis on supervised application and evaluation of procedures

involving the skeletal system, advanced mobile radiography, trauma radiography and continued practice with limited supervisions in application and evaluation of procedures in general radiography, basic mobile radiography and routine procedures using contrast media. 15 weeks up to 32 hours per week. Prerequisites: RT 455, 457 and 462 with a minimum grade of "C".

RT 464. Clinical Education V. (4)
Students will be assigned to early evening shifts with limited supervision for continued emphasis in application and evaluation of procedures involving all aspects of diagnostic radiography. Emphasis is on emergency radiography. 8 weeks of 32 hours per week at the clinical site. Prerequisites: RT 456, 458 and 465 with a minimum grade of "C".

RT 465. Clinical Education VI. (5)
A clinical course emphasizing the development of expertise in all radiographic procedures with indirect supervision in proven competency areas and direct supervision in other areas. Observation and limited participation with direct supervision in supplementary imaging modalities. 16 weeks up to 32 hours per week. Prerequisites: RT 464.

RT 466. Radiologic Pathology. (1)
An examination of pathological conditions related to various radiologic procedures. Classification of trauma and systemic processes will be studied as they appear radiographically. One hour lecture per week. Prerequisite: RT 458 with a minimum grade of "C".

RT 467. Film Evaluation. (1)
Seminar course to evaluate all aspects of chest, abdomen, and extremities. Prerequisites: RT 452, 453, 460 and 461 with a minimum grade of "C".

RT 469. Cross-Sectional Anatomy with Correlation of Image Modalities. (3)
Detailed study of cross-sectional anatomy of the head, chest and abdomen with correlation of computed tomography (CT), and magnetic resonance imaging (MRI). **Meets the Communication Intensive course requirement in the major.** Prerequisite: BI 220 and RT 458 or consent of Program Director.

RT 480. Special Procedure Topics. (2)
An arranged course in which the student researches, evaluates and writes papers concerning topics in MRI, CT and Special Procedures. Prerequisites: Senior standing.

RT 485. Teaching Practicum in Radiologic Technology. (3)
The student will have actual experience in the radiologic technology classroom setting. Assisted by the R.T. Program Director, the student will develop a course module, instruct in the classroom and evaluate results of instruction. Prerequisites: Senior standing and consent of the Radiologic Technology Program Director.

RT 486. Clinical Practicum. (3)
Advanced Clinical Special Procedures course with emphasis on development of expertise and skills in special procedures and supplementary imaging modalities with limited supervision. 15 weeks of 10 hours per week. Prerequisites: Senior standing and RT 465 or consent of Program Director. Concurrently with RT 480.

RT 488. Radiography Curriculum Review (2)
A comprehensive overview of all aspects of diagnostic radiology with emphasis on procedures, technique, radiation protection, positioning and radiographic anatomy. Open only to second semester seniors in Radiologic Technology.

RT 490. Directed Studies in Radiology Management. (3)
To provide insight into the various aspects of departmental administration. The student will have assignments which will require interviewing various managers and physicians to get a better understanding of radiologic administration. Prerequisites: BU 321, 323 or consent of the Radiologic Technology Program Director.

RT 492. Educational Administration in Radiologic Technology (3)
Seminar and independent study of the organization, accreditation, curriculum design and funding of educational programs for radiologic technologists. Students are required to read health education articles and summarize each, devise a radiography curriculum for a college program and write a narrative explaining the accreditation requirements for a radiography program.

RT 499. Senior Capstone Experience in Radiologic Science (1)
The Senior Capstone Experience will include an exploration of the current climate in health career. This course will allow the student to focus on a specific issue or topic in health care that is of interest through a project. **Meets the Capstone course requirement in the major.** Prerequisite: Senior standing.

Social Work (SW)

A major in social work provides preparation for beginning level generalist professional social work practice. The Bachelor of Social Work degree is accredited by the Council on Social Work Education.

Experiential learning credits are not granted in social work.

Criteria for completion of the B.S.W. degree:

1. Completion of all the general degree requirements as stated earlier in this catalog.

2. Completion of at least 128 semester hours of academic work with a minimum cumulative grade point average of 2.5 (on a 4.0 scale).

3. Achievement of a minimum grade of "C" in all Social & Behavioral Sciences and all Social Work Courses. Credit/No Credit option is not available in the major.

4. Computer Literacy Requirement: Social Work majors will fulfill this requirement by successful completion of CS 110.

5. **Major Outcomes**

    1. Apply critical thinking skills within the context of professional social work practice.
    2. Practice within the values and ethics of the social work profession with an understanding of and respect for the value of diversity.
    3. Demonstrate the professional use of self.
    4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of change that advance social and economic justice.
    5. Understand the history of the profession and its current structure and issues.
    6. Apply the knowledge and skills of generalist social work to practice with systems of all sizes.
    7. Apply the knowledge of bio-psychosocial variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among individuals and between individuals and social systems.
    8. Analyze the impact of social policies on client systems, workers, and agencies.
    9. Evaluate research studies and apply findings to practice, and, under supervision, evaluate own practice interventions and those of other relevant systems.
    10. Use communication skills differentially with a variety of client populations, colleagues and members of the community.
    11. Use supervision appropriate to generalist practice.
    12. Function within the structure of organizations and service delivery systems and, under supervision, seek necessary organizational change.

6. Completion of the following courses:

Social Work 46 hours
SW 201 Introduction to Social Work (2)
SW 225 Issues in Social Welfare Program Funding (3)
SW 280 Practicum (1 credit each semester) (2)
SW 315 Social Justice Past and Present (3)
SW 397 Research Methods (3)
SW 451 Human Behavior in the Social Environment I (3)
SW 452 Human Behavior in the Social Environment II (3)
SW 461 Social Work Practice I (3)
SW 462 Social Work Practice II (3)
SW 463 Social Work Practice III (3)
SW 465 Social Legislation and Policies (3)
SW 495 Field Instruction I (5)
SW 496 Field Instruction II (5)
SW 499 Field Seminar (1 credit each semester) (2)
One course from a Special Interest Area (3): SW 302, 311, 313 or 336.

Level I: Foundations (15-16 hrs.)
6 hours EN 111 and 112
3 hrs. CO 110
3-4 hrs. MA 115 or 120
3 hrs. Computer course

Level II: Heritage, Contemp. World, Human Person
3 hrs. Literature
3 hrs. Art, Music, or Theater
3 hrs. History 111, 112, 121 or 122
9 hrs. Philosophy and Theology in both areas
4 hrs. BI 110
3 hrs. SO 101
3 hrs. PY 101

Level III: Application and Integration
6 hrs: 2 interdisciplinary courses

Level IV: Senior Capstone: 1 hour

Social and Behavioral Sciences: 12
3 hrs. PS 120
3 hrs. SO 230
3 hrs. PY 316
3 hrs. SO 320

SOCIAL WORK COURSES (SW).

SW 201. Introduction to Social Work. (2)
This course is designed to provide the student with an overview of the fields of practice of social workers. Attention will also be given to social work ethics, current issues in the field, and the potentials of a career in social work. Prerequisite: EN 111. I.

SW 225. Issues in Social Welfare Program Funding. (3)
An analysis of the major issues in fiscal policy as they relate to allocation of resources to social welfare programs. II.

SW 280. Mini Agency Experience. (1,1)
A short field experience for students exploring social work as a career. Two experiences are required. Social Work majors only. I, II.

SW/GS 302. Working With The Elderly. (1-6)
See GS 302.

Communication with the Aged (1)
Group Processes and Techniques (1)
Counseling Older Adults and Family (1)
Abuse and Neglect of the Aged (1)
Advocacy for the Aged (1)
Working with Dying Client/Family (1).

SW 311. Child Abuse and Neglect. (3)
This course provides an overview of the child welfare system, including child abuse laws, reporting, and foster care; an emphasis on family functioning in relationship to children's services; and an emphasis on the relationship of the family to subsystems such as school, neighborhood and community. I.

SW 313. Crisis Intervention. (3)
This course will develop an understanding of the dynamics of how crises develop and what steps can be taken to intervene effectively in crisis situations. I or II, alternate years.

SW 315. Social Justice: Past and Present. (3)
In order to understand current social problems and policies, it is helpful to look to the past. Consequently, this course combines the insights of the social work and history disciplines to explore changes in both the definition of social justice and the mechanism for achieving a just society in the United States over the last two centuries. II.

SW/SO 336. Violence in the Family. (3)
This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention of abuse are highlighted. I or II, alternate years.

SW 380. Topics in Social Work. (1-3)
Seminars on current issues and topics in Social Work practice. I or II.

SW/SO/PS 397. Research Methods. (3)
Introduction to methodology and techniques; formulation of research problems; study design; hypothesis; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. Prerequisite: Consent of instructor. I.

SW 451. Human Behavior in the Social Environment I. (3)
Normal growth and development of the individual from childhood through adolescence within the social contexts of the family, group relationships and community structures. Special attention will be given to cultural variations among American families. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SO 101, BI 110 and PY 101. Social Work majors only. I.

SW 452. Human Behavior in the Social Environment II. (3)
Normal growth and development from young adult through old age. Emphasis on the influence of institutional racism, sexism, ageism, and socio-economic class upon the growth, development and social functioning of the individual and family. This course will expand the professional self-awareness of the student in dealing with diverse client groups. **Meets the Communication Intensive course requirement in the major.** Prerequisite: SW 451 and SO 320, Social Work majors only. II.

SW 461. Social Work Practice I. (3)
Students will be introduced to a generalist approach to social work practice which will emphasize problem-solving and systems models. Included will be the study of social work values and ethics which undergird and guide practice. In addition to classroom instruction, the course includes laboratory experiences which deal with self-awareness, interpersonal communication, interviewing skills, recording and reporting skills. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SW 201, 451 and SO 320 or consent of the instructor. Social Work majors only. II.

SW 462. Social Work Practice II. (3)
This course is the second in a sequence of three social work practice courses utilizing a generalist approach to practice. Emphasis is placed on the application of the knowledge and skills gained in SW 461 to social work practice theory relating to intervention with individuals, small groups and the family. In addition to classroom instruction, this course includes laboratory experience. This course will be taught concurrently with first semester of field instruction. Prerequisite: SW 461 or consent of instructor. Social Work majors only. I.

SW 463. Social Work Practice III. (3)
This final course in the practice sequence builds upon SW 461 and 462 and expands a student's knowledge base in terms of providing beginning level professional service to organizations and the community. This course will be taught concurrently with second semester of field instruction. Prerequisites: SW 461, 462 or consent of instructor. Social Work majors only. II.

SW 465. Social Legislation and Policies. (3)
A review and critical analysis of the factors that shape and form social legislation and social policy in the broad fields of social welfare. Emphasis will be placed on an understanding of the importance of social policy formation and implementation for the generalist social worker. Prerequisites: SW 215, SW 225, PS 120 and a minimum of six (6) hours of upper-division Social Work courses or consent of the instructor. Social Work majors only. II.

SW 490. Directed Study. (3)
The student independently pursues an approved and directed in-depth study of a specific area of social service. Social Work majors only. I, II.

SW 495, 496. Field Instruction I, II. (5, 5)
All Social Work majors are required to fulfill a 550 clock hour field placement in a social service agency under the supervision of a professional social worker. Students are evaluated by field instructors after the completion of each 275 clock hours of work and a grade is then assigned. Prerequisites: SW 452, 461, (462 and 463 are taken concurrently). Social Work majors only. I, II.

SW 499. Field Seminar. (1, 1)
In conjunction with SW 495 and 496, students attend a two-hour per week, on-campus, seminar class that helps students integrate their field and classroom curricular components. Social Work majors only. **Meets the Capstone course requirement in the major.** I, II.

Sociology (SO)

Sociology is the study of human society and social behavior. Its subject matter is diverse and varied, ranging from the study of groups as small as a family to those as large as a corporation or mob. More specifically, sociology studies various aspects of society, including crime, religion, race, gender, aging and medicine.

Sociology is a popular major for students planning careers in areas such as government, education, social service, criminal justice, research, aging services and many more. Many sociology majors go to graduate school in areas such as law, psychology, public administration, social work and business, in addition to advanced study in sociology.

The sociology major at Avila prepares the student to analyze social groups and to understand how the roles people play and how interpersonal relationships affect our society. Students majoring in sociology at Avila choose from two areas of emphasis. One area of emphasis is general sociology, in which the student takes courses from a variety of topics within sociology. The second area of emphasis is social gerontology, in which the student specializes in the study of aging. The candidate for the Bachelor of Arts degree in Sociology must complete all the general degree requirements as stated earlier in this catalog.

Major: 39 hours in Sociology consisting of SO 101, 230, 231, 335, 390, 397, 495 and 499. Demonstrate competence through two semesters (6 hours) of the same foreign language at the college level. In addition, all students majoring in sociology must choose one of the following areas of emphasis:

GENERAL SOCIOLOGY: 15 hours with three credit hours selected from each of the following:

Culture:
SO 122 Introduction to Cultural Anthropology (3)
SO 221 Cultures of the World (3)

Diversity:
SO 240 Race and Ethnic Relations (3)
SO 302 Aging, Individual and Society (3)
SO 315 Topics in Sociology of Gender (3)

Institutions:
SO 211 Marriage and the Family (3)
SO 320 Social Systems (3)
SO 380 Sociology of Health and Illness (3)
SO 380 Sociology of Religion (3)

Social Psychology:
SO 316 Social Psychology (3)

Deviance:
SO 360 Criminology (3)
SO 361 Juvenile Delinquency (3)
SO 380 Topics In Deviance (3)

SOCIAL GERONTOLOGY: 15 credit hours to include:
SO 302 Aging Individual and Society
GS 302 Biological processes and Aging (2)
SO 302 Issues in Sociology of Aging (6)
GS 302 Other courses in Gerontology (4)

Computer Literacy Requirement: Fulfilled by SO 231 - Computer Applications in the Social Sciences (3).

Major Outcomes:
In addition to the above listed course requirements, Sociology majors will be expected to meet the following program outcomes:

1. identify the elements of the sociological perspective and apply the perspective to social reality and her/his own life. (All SO)

2. demonstrate an understanding of the role of theory in sociology, compare and contrast the major theoretical paradigms in sociology, and apply the elements of these paradigms to social reality and her/his own life. (SO 335, 390)

3. effectively employ quantitative and qualitative research methodologies to gather and interpret data about social reality and her/his own life. (SO 230, 231, 397, 499)

4. demonstrate a working understanding of the way in which social structures affect each other and the life choices/chances of individuals. (all SO)

5. recognize and appreciate diversity in individuals, cultures and social systems and the resultant awareness of the social construction of reality. (all SO)

MINOR: 18 hours in sociology including SO 101 and at least 9 hours of upper-division sociology courses (310 or above).

Sociology majors and minors must receive a grade of "C" or higher in all courses taken in the major or minor.

SOCIOLOGY COURSES (SO).

SO 101. Introduction to Sociology. (3)
An overview of the sociological perspective. The course emphasizes an understanding of everyday social reality and develops the student's ability to use sociological concepts to interpret social situations and social change. An urban diversity fieldtrip is included in this course. I, II. CORE-II.

SO 111. Social Problems and Social Issues. (3)
Systematic examination of current social problems and issues rooted in the institutions of the American social structure. Such topics as racism, sexism, urban deterioration and ecological problems will be analyzed. II.

SO/AN 122. Introduction to Cultural Anthropology. (3)
A survey of world cultures, both past and present. Of particular importance will be an examination of cultural universals and cultural variations throughout the world. The theoretical basis and methods used in cultural anthropology will also be covered throughout the course. II. CORE-II.

SO 211. Marriage & The Family. (3)
Examination of the major aspects of the family as a social institution; the current trends, changing nature and possible developments of the family in the future. I, II.

SO/AN 221. Cultures of the World. (1-3)
A survey of the cultural and social processes that influence human behavior with comparative examples from different ethnic groups around the world. The course will focus on a comparative analysis of economic, political, religious and family structures in Africa, the Americas, Oceania and the Orient. I or II.

SO/PS/PY 230. Quantitative Methods. (3)
An introductory course in applied statistical techniques used in the social and behavioral sciences. Topics include descriptive statistics such as measures of central tendency and measures of dispersion. Special attention will be given to a systematic discussion of some widely-used inferential statistics such as Chi-square, analysis of variance, and regression. Prerequisite: Any college level course in mathematics. I, II.

SO/PY 231. Computer Applications. (3)
An introduction to the Statistical Package for the Social Sciences (SPSS). Prerequisite: SO 230 or equivalent. II.

SO 240. Racial and Ethnic Relations. (1-3)
Seminar on topics of current interest in minority life. Some selected topics include: Race and Racism, Minority Families in American Society, The Civil Rights Era, Asian-Americans, The Jewish Experience in America, The RSA and Northern Ireland. I or II, alternate years.

SO 263. Issues in Deviance. (1-3)
Seminar on topics of current interest in deviance. Some selected topics include: victimization, violence, gangs, corrections and social control, and alcohol and drug abuse. I or II, alternate years.

SO/GS 302. Aging, Individual and Society. (3)
Study of the sociological aspects of growing older to gain a better understanding of what aging is all about. Detailed look at social psychological problems associated with aging in American society. II, alternate years.

SO 302. Issues in the Sociology of Aging. (1-6)
See GS 302.

Aging and Health (1-3)
Crime and Aging (1-3)

SO 315. Topics in Sociology of Gender. (1-17)
Minority Women in American Society (1-3)
Female and Male Relationships (1)
Dual-Career Couples (1)
Women and Crime (1-3)
Male Sex Roles (1)
Women Through the Life Cycle (3)
Women and Work (1-4)
Women and Health (1-3)

SO/PY 316. Social Psychology. (3)
Study of the formation, structure and functioning of groups including an analysis of group processes and group products in relation to the individual: Attitudes, beliefs, perception of self and others. Prerequisites: SO 101 or PY 101. I, II.

SO 317. Issues in Social Psychology. (3)
Seminar on topics of current interest in social psychology. Content variable. I or II.

SO 320. Social Systems. (3)
General analysis of systems theory with specific emphasis on the nature of the social system; the major types, and the process of change as it affects these systems. Prerequisite: SO 101 or SO 122. I.

SO 335. Theories of Society. (3)
An introduction to the dominant theoretical perspectives in sociology. Emphasized will be the functional, conflict, symbolic-interaction and feminist perspectives. **Meets the Communication Intensive course requirement in the major.** Prerequisites: SO 101. II, alternate years.

SO/SW 336. Violence in the Family. (3)
This course provides an overview concerning the dynamics of child, spouse and elder abuse. The etiology and effects of violence between family members will be discussed. Issues of treatment and prevention are highlighted. I or II, alternate years.

SO/AN 337. Family in Other Cultures. (3)
This course is a comparative, cross-cultural study of the family in selected societies. Through a discussion of different family systems, a comparison will be made with the American system. I or II, alternate years.

SO 360. Criminology. (3)
An introduction to the study of adult criminal behavior. Uses theory and research to analyze the etiology, treatment and prevention of criminal behavior. I, alternate years.

SO 361. Juvenile Delinquency. (3)
This course focuses on the causes, treatment and prevention of juvenile delinquency. Relevant theory and research will be utilized to evaluate the effectiveness of the current structure and function of the juvenile system in the corrections field. II, alternate years.

SO 380. Topics in Sociology. (3)
Seminar on topics of current interest. Selected topics are listed below. Consent of instructor. I or II.

1. Population and Human Ecology
2. Sociology of Religion
3. Popular Culture
4. Work and Professional Life
5. Sociology of Health and Illness
6. Urban Sociology

SO 390. Directed Studies in Sociology. (3)
Courses for sociology majors and minors on topics chosen by the sociology faculty. Selected topics are listed below. All students taking SO 390 will be required to meet with the sociology faculty/other enrolled students approximately 3-4 times during the semester. Prerequisites: SO 101. I, II, S.

1. Self and Socialization
2. Community
3. Social Structure and Social Change

SO/SW/PS 397. Research Methods. (3)
Introduction to methodology and techniques; formulation of research problems; study design; hypotheses; sampling; measurement; questionnaire construction; interviewing and data collection; processing and tabulation; analysis and interpretation; presentation of findings. **Meets the Communication Intensive course requirement in the major.** Prerequisite: Consent of instructor. I.

SO 495. Practicum. (3)
Practicum in a community setting where students apply their research and theoretical training. Students in SO 495 will also begin the process of developing a research study (devel-

oped from experiences during the practicum) that will be implemented in SO 499 during the semester following the practicum. All students taking SO 495 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. Prerequisites: 6 hours of upper division SO, with at least 3 hours in content related to the practicum setting. SO majors only. Senior standing. I, II.

SO 499. Independent Research. (3)
A capstone course for sociology majors. Students will use their knowledge of sociological theory, methods and statistical analysis to implement a research project that was developed in the previous semester in SO 495. Students will engage in all steps of the research process, including the writing of a paper that is appropriate for publication in a professional sociology journal. All students taking SO 499 will be required to meet with the sociology faculty and other enrolled students approximately 3-4 times during the semester. **Meets the Capstone course requirement in the major.** Prerequisites: SO 231, 335, 397 and 495. SO majors only. Senior standing. I, II.

Spanish (SP)

No Major or Minor is offered.

SPANISH COURSES (SP)

SP 111, 112. Spanish I, II. (3, 3)
Elements of the language; aural comprehension, oral ability, reading and writing of simple Spanish. For students beginning Spanish or presenting one unit of high school Spanish. Prerequisite: SP 111, or its equivalent, for SP 112. I, II.

SP 215, 216. Spanish III, IV. (3,3)
Continuation of the study of grammar and vocabulary with emphasis on building and improving oral and written communication skills. Additional emphasis on study of Spanish cultures. Prerequisites: SP 112 or its equivalent for SP 215; SP 215 or its equivalent for SP 216.

Study Tour (ST)

No Major or Minor is offered.

STUDY TOUR COURSES (ST)

ST 304. Study Tour. (1-3)
Short off-campus courses offered in a variety of locations for students who wish to expand their understanding of the peoples and cultures of the world. Includes preliminary lectures and readings, and an individual project after returning from the off-campus site. Prerequisite: consent of instructor.

Theater (TR)

Degrees offered:
Bachelor of Arts. (B.A.) Major: Theater.
Bachelor of Fine Arts (B.F.A.) Major: Theater with choice of concentrations – Acting, Directing/Producing, Technical Theater/Design.

Bachelor of Arts Degree
The candidate for the Bachelor of Arts in Theater must complete all the general degree requirements as stated earlier in this catalog. An applicant seeking B.A. candidacy must obtain written approval as a Theater major from the Theater Board at the close of the sophomore year. Grades of CR/NC are not permitted with the Theater major requirements.

Major:
TR 115; 211; 223; 225, 227, 251, 253, 255, 271, 272, 281, 324, 361, 415, 425, 462, 499.

Demonstrate competence through two semesters of foreign language at the college level.

Theater Education:
A program in Speech/Theater Education, 9-12 certification, approved by the State of Missouri, is offered. Kansas certification requirements may be completed concurrently. A Middle School major with an endorsement in drama is also available. See Education section.

For certification with either B.A. or B.F.A. degree, consult with Theater advisor.

Bachelor of Fine Arts Degree
The candidate for the Bachelor of Fine Arts in Theater must complete all the general degree requirements as stated earlier in this catalog. In addition, the B.F.A. candidate must complete the following:

- After completion of 12 Avila semester hours, the candidate must submit to the Theater Board a written request for B.F.A. candidacy.
- Grades of CR/NC are not permissible in the B.F.A. major courses.
- Completion of at least 24 upper-division hours in the major at Avila.
- Demonstrate competence through one semester (3 hrs.) of foreign language at the college level.
- A maximum of 75 hours in any single subject is allowed.

Major:
TR 115; 223; 225, 251, 253, 255, 271, 272, 281, 324, 415, 425.

Concentrations:

Acting:
TR 211, 227, 377, 390, 463, 471, 473, 477, 499.

Directing/Producing:
BU 321; CO 331; TR 361, 390, 462, 463, 495, 499; 1 hour selected from Stage Management Practicum, Theater Management Practicum, and Directing Practicum.

Technical Theater/Design:
TR 361, 451, 453, 457, 499; 4 hours selected from Theater Technical Practicum, Costume Practicum, and Stage Management Practicum; choice of any two (6 hours): TR 452, 454, 455.

For B.A. and B.F.A. degrees, computer competency will be demonstrated by successful completion of CS 110.

Minor:
TR 223, 251, 253, 271, and 9 hours of electives from TR 272, 324, 361, 377, 415, 425, 451, 455, 462, or 477.

THEATER COURSES (TR)

TR 110. Theater Appreciation. (3)
Understanding and appreciation of drama as an art form; study of what is drama, its various genres and social impact. Designed for non-theater majors. I, II. CORE -II.

TR 115. Movement for the Stage. (2)
Designed to increase physical awareness and facility for the performer. Presentation of materials on body center, posture/stances, and period/contemporary movement.

TR 211. Voice/Diction and Dialects. (3)
Physiology of the vocal mechanism and sound formation. Lecture and lab sessions to insure proper training of voice, to achieve voice mastery and power, and in the study of regional dialects. I.

TR 223. History and Literature of the Theater I. (3)
Development of theater and drama from the Greek to Elizabethan periods. I. CORE-II.

TR 225. Stage Combat. (2)
Techniques of hand-to-hand and armed choreographed combat and falls. Prerequisite: permission of department.

TR 227. Stage Make-up. (2)
Application of theatrical make-up for various character types and styles. Structure of the face and its relationship to theatrical make-up.

TR 251. Stagecraft. (4)
Introduction to scenery construction and the elements of theatrical design. Laboratory required. I.

TR 253. Lighting. (3)
Introduction to the principles and theories of lighting stage productions. Laboratory required. II.

TR 255. Costume Techniques/Design. (3)
Costume construction including the study of fabrics, color, fundamentals of pattern making, elements of design, and construction of costumes for stage productions. Laboratory required.

TR 271. Principles of Acting. (3)
Training in basic elements of the performer's craft. Exercises and class projects to facilitate the understanding of and sensitivity to a given theatrical situation. I.

TR 272. Principles of Scene Work. (3)
Exploration of texts, language and scenes. In-depth analysis of an action; experience in class presentations. Prerequisite: TR 271 or permission of department. II.

TR 281. Script Analysis/Directing Principles. (3)
Analysis of scripts with application to directing fundamentals in a laboratory experiential situation. Prerequisite: permission of department.

TR 285. Theater Technical Practicum. (1-2)
Participatory stagecraft and production experience. May be repeated for credit. Prerequisite: permission of department.

TR 285. Costume Practicum. (1-2)
Participatory experience assisting the design and execution of costumes for department production. May be repeated for credit. Prerequisite: permission of department.

TR 285. Stage Management Practicum. (1-2)
Participatory experience by assuming duties as stage manager or assistant stage manager for department production. May be repeated for credit. Prerequisite: permission of department.

TR 285. Directing Practicum. (1-2)
Participatory experience by assuming duties as assistant director for department production. May be repeated for credit. Prerequisite: permission of department.

TR/GS 302. Therapeutic Uses of Drama. (1)
The role of drama in activity and treatment programs for the aged. Various techniques to design effective programs for older people.

TR 324. History and Literature of the Theater II. (3)
Development of theater and drama from the Elizabethan period to the present. **Meets the Communication Intensive course requirement in the major.** II.

TR 361. Stage Management. (3)
Techniques for stage managers in educational, community and professional productions.

TR 377. Auditioning Techniques. (3)
Preparatory steps for interviews, auditions, selection of material, proper dress, demeanor and media; resume and vitae writing; practical class projects. Prerequisite: permission of department.

TR 380. Special Topics. (1-3)
Selected topics to be determined by the department.

TR 390. Directed Studies. (3)
Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: permission of department. May be repeated for credit with departmental approval.

TR/CO 411. Media Production and Performance. (3)
The influence of media on the actor's performance and study of production styles within an audio or video context. Script, blocking for video, and working with actors, directors and production crew. Script adaptation, pre-production planning, actual production, and post-production editing and evaluation. Prerequisite: departmental approval.

TR 415. Playwright Seminar. (3)
Analysis of significant plays and their respective playwrights, including major periods of theatrical history, both European and American.

TR 425. Dramatic Theory and Criticism. (3)
Study of the major documents in dramatic theory and criticism, including commentaries from 500 B.C. through the 20th Century.

TR 451. Scene Design Concepts. (3)
Principles and theories of scenic composition. Survey of architectural and scenic styles. Practice in model craft. Prerequisite: TR 251 or equivalent.

TR 452. Scene Design Techniques. (3)
Survey of theater architecture. Study of the designer in a production organization. Practice in drafting and perspective drawing. Prerequisite: TR 251 or equivalent.

TR 453. Scenery-Prop Construction. (3)
Advanced techniques in woodworking, painting, metal, fabric and plastics. Prerequisite: TR 251 or permission of department.

TR 454. Advanced Lighting and Sound Design. (3)
Practice in different approaches to stage lighting and sound design through light plots, sound engineering, and realized demonstrations. Prerequisite: TR 253 or departmental approval.

TR 455. History of Costume. (3)
Survey of historical dress from the Egyptians to the present, with emphasis on those periods most often used in theatrical productions.

TR 457. Advanced Design Project. (2)
Advanced projects in the principles and theory of design (scene/light/costume/sound); possible designing for theater productions. Prerequisite: permission of department. May be repeated for credit.

TR 462. Theater Management. (3)
Survey of business management in educational, community and professional theater.

TR 463. Advanced Directing. (3)
Practical application of principles and directorial concepts in class and studio projects. Prerequisite: TR 281 or permission of department.

TR 465. Theater Management Practicum. (1-2)
Participatory experience in Goppert Theater management for advanced students. Selected individual projects prepare students for future management situations. May be repeated for credit. Prerequisite: TR 462.

TR 471. Acting Styles I. (3)
Examination of classical acting technique through discussion of period style, acting exercises, and scene work. Styles covered include Classical Greek, Roman comedy, Elizabethan comedy and tragedy, and Restoration/French neo-Classical. Prerequisite: TR 271, 272, or departmental approval.

TR 473. Acting Styles II. (3)
Examination of contemporary acting technique through discussion of experimental style, acting exercises, and scene work. Styles covered include 1960s experimental theater, theater of images, theater of commitment, and post-modernism. Prerequisite: TR 271, 272, or departmental approval.

TR 477. Advanced Acting (3)
Addresses advanced acting technique and form through class discussion, improvisation, and scene work. Individual and group projects at the advanced level. May be repeated for credit. Prerequisite: TR 271, 272 or departmental approval.

TR 480. Special Topics. (1-3)
Selected topics to be determined by the department.

TR 490. Directed Studies. (3)
Under faculty supervision, an advanced study project is pursued in the area of choice. Prerequisite: permission of department. May be repeated for credit with departmental approval.

TR 495. Internship. (3)
Student pursues, under faculty supervision, an internship project in the area of choice. Prerequisite: permission of department.

TR 499. Senior Project. (3)
Senior capstone experience in individual student's discipline incorporating all areas of concentration. **Meets the Capstone course requirement in the major.** Prerequisite: permission of department and senior standing.

Theology (TH)

Major: Twenty-seven semester hours in Theology to be chosen with the approval of the major advisor. Students must demonstrate competency equivalent to two years (12 credits) of the same foreign language. If theology is second major, be required to meet the language requirement of first major.

Minor: Eighteen semester hours in Theology to be chosen with the approval of the minor advisor.

For those not enrolled in a degree program, a certificate of major equivalence will be awarded for the required 27 semester hours, or a certificate of minor equivalence for the required 18 semester hours.

Computer competency will be demonstrated by successful completion of CS 110. The Candidate for the Bachelor of Arts in Theology must complete all the general degree requirements as stated earlier in this catalog.

THEOLOGY COURSES (TH)

TH/WS 111. Introduction to Theology. (3)
Critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course will also examine the reasons for this dominant perspective plus the ancient and current contributions of women to

the Christian Theological tradition. No prerequisite. CORE-II. This course is often cross-listed as a women's studies course.

TH 113. Introduction to the New Testament. (3)
Major themes of New Testament theology. Insights of various methods of Biblical criticism to draw out contemporary implications of New Testament theology. Communication-intensive course. CORE-II.

TH 115. Introduction to the Old Testament. (3)
Major events in the history of ancient Israel and major themes of Old Testament theology. Insights of various methods of Biblical criticism to draw out contemporary implications of Old Testament theology.

TH 117. World Religions. (3)
Both a historical and a critical look at human religious experience through a study of Buddhism, Christianity, Hinduism, Islam and Judaism. Topics include the varieties of religious belief including those beliefs regarding ideas of the holy and sacred, scriptures, myths, symbols, rituals, and morality. CORE-II.

TH 213. The Letters of Paul. (3)
Theology of St. Paul as seen through his letters. Emphasis given to his vision of Christ, women, the church, and the Christian vocation.

TH/PL 221. The Existence of God. (3)
Classical and contemporary arguments for establishing the existence of God. Contemporary concepts of God and other related issues such as evil and immortality.

TH/WS 225. Catholicism. (3)
This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments and the Church. We will also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II. This course is often cross-listed as a women's studies course.

TH 227. Jesus, the Christ. (3)
Christianity's image of Jesus, the Christ, including the first Christian communities, the teachings of the early church councils, and contemporary insights. Insights offered by modern methods of scripture study. CORE-II.

TH 231. History of Christianity. (3)
Origins and major events in the history of Christianity and its different cultural expressions throughout the world.

TH 233. U.S. Christian Heritage. (3)
Christianity's role in forming U.S. culture and ideals. Survey of mainstream traditions, the particular experiences and contributions of African-Americans and Latinos as well as the unique influences of selected individuals and groups. CORE-II.

TH/IS 311. Peace Studies. (3)
This course provides an interdisciplinary (theology, communication, philosophy, sociology, history and economics) approach to achieving peace on a personal, local, national and international level. The focus is on developing practical strategies for creating peace and living peacefully. CORE-III.

TH 313. Writings of John. (3)
Theology of the scriptural writings attributed to John the Evangelist and the community that produced them. Prerequisite: 100-level scripture course or equivalent.

TH 315. The Prophets. (3)
The meaning of the message of the prophetic books of the Old Testament, both in their own time and for today's believers. Prerequisite: 100-level scripture course or equivalent.

TH/IS 317. History of the Church in Latin America. (3)
Explores the religious and political history of Latin America, with focus on the three major regions of the continent in three distinct historical periods, highlighting the ways in which theology affected political history and how church teachings and structures responded to the needs and demands of various social groups within the population. Attention to ways in which art, architecture, and literature have expressed ideologies. Prerequisite: one course in Theology. CORE-III.

TH/WS/IS 319. Women, Religion and Community in the U.S. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens

which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups.

TH 321. The Sacraments. (3)
Christian principles of sacramentality and their expression in Christianity, especially in the seven traditional sacraments of the Catholic church. Prerequisite: 3 hours in Theology.

TH/WS 325. Women in Theological Perspective. (3)
Investigation of the history of women in the Judeo-Christian tradition. Exploration of rituals, scriptures, and social and cultural attitudes. Analysis of contemporary theological perspectives in light of the ancient teachings.

TH/IS 326. Shaping the American Dream. (3)
Interdisciplinary course which uses literature and theology to understand fundamental values which combine to form the culture of the U.S.; central themes are the Puritan Ideal, the Social Gospel Movement, the Diverse face of U.S. culture at the end of the second millennium.

TH 327. Liberation Theology. (3)
Twentieth-century theologies of liberation with emphasis on the contributions of Latin American, African-American, and African contextual theologies. **Meets the Communication Intensive course requirement in the major.** Prerequisite: HI 101 and 3 hours in Theology.

TH 373. Prayer. (1)
Nature and forms of prayer through study and reflection of personal experience. No prerequisite.

TH 380. Special Topics. (1-3)
Selected topics to be determined by the department.

TH 480. Special Topics. (1-3)
Selected topics to be determined by the department.

TH 485. Practicum. (3)
Experience in one of the specialized areas of Theology, with departmental guidance and supervision.

TH 490. Directed Studies. (3)
Approved and directed in-depth study of a specific area of Theology, according to student need and interest. Prerequisite: permission of department.

TH 499. Senior Seminar. (3)
Selected topics for review and study in Theology. **Meets the Capstone course requirement in the major.** Prerequisite: permission of department.

Washington Center

No major or minor offered.

WASHINGTON CENTER COURSES

Dept. 303 Washington Center
Washington Center is a non-profit organization in Washington, D.C. that provides placement, supervision and evaluation for 1) internships and 2) seminars in a wide variety of academic areas. Consult the Washington Center Coordinator for details. The department in which the internship and/or seminar takes place will be reflected on the student's transcript.

Women's Studies (WS)

Women's Studies is a multidisciplinary program at Avila College. The Women's Studies minor aims to build an awareness of women's rich history and culture, an understanding of their contemporary status, and a consideration of their future possibilities. Women's Studies courses are more than simply courses about women. Rather, they exhibit a sensitivity to women and women's issues and contain within them a feminist theoretical framework around which course material is organized. Courses emphasize women's intellectual and creative contributions and sensitize people to women's concerns. Taught and taken by women and men, Women's Studies courses teach the significance of gender in our lives and an ability to interpret and study academic disciplines from a feminist perspective.

No major is offered.

Minor:
Eighteen hours in Women's Studies with the approval of the advisor.

WOMEN'S STUDIES COURSES (WS)

Required Course (3):

WS/IS 310. Images and Realities of Women. (3)
This course examines the social construction and significance of gender in society from feminist, interdisciplinary and multicultural perspectives. Using history, psychology and feminist theory, students will examine a number of diverse and contradictory images of women found in literature, film, television and music. Students will relate these images to the realities of women's lived experiences. In addition, students will analyze the ways gender, as well as race, sexual identity and social class affect access to opportunity, power and resources. CORE-III.

Elective Courses (15): Students choose the remaining 15 hours from the following courses with the advisor's approval. No more than six hours may be earned from the same discipline.

WS/TH 111. Introduction To Theology. (3)
This course involves critical thinking about God, religion and the human endeavor. Since Christian Theology has been systematized by celibate ordained males from Europe, this course also examines the reasons for this dominant perspective plus the ancient and current contributions of women to the Christian Theological tradition. CORE-II.

WS/PL 225. Women Philosophers. (1-3)
This course examines the philosophy of numerous contemporary women philosophers on a wide variety of subjects, including women's nature and values, social and political philosophy, law, religion and ethics. These philosophical writings present a woman's perspective with the intent of encouraging women to value and trust their experiences and ideas.

WS/TH 225. Catholicism. (3)
This course explores the history and fundamental beliefs of Catholics on God, Christ, the Spirit, scripture, liturgy, the Sacraments, and the Church. We also examine contemporary trends and issues such as peace and justice, women, and ecumenism within the Catholic tradition. CORE-II.

WS/EN 275. Women and Literature. (3)
In discussing women as authors, literary characters, and social and political subjects, students examine reading practices and analyze how gender differences interact with differences of race, class, sexual orientation and nation. I. CORE II.

WS/HI 311. Women in Twentieth-Century America. (3)
An investigation of women's experiences as workers, family members, and citizens in twentieth-century America. We explore changing cultural images of women, examine the role of gender in structuring American society, and compare the experiences of American women from a variety of class, race and ethnic groups. We also consider ways in which women's status and concerns in the United States differ from those of women in the non-Western world.

WS/PY 312. The Psychology of Women. (3)
This course explores how women have traditionally been represented in psychology. We discuss biological, psychological and social influences which contribute to gender differences in experience. The class focuses on women's diversity with respect to race and ethnicity, sexual orientation and age. I.

WS/SO 315. Women Through the Life-Cycle. (3)
This course explores the status and roles of women across the life cycle including child/adult socialization as well as the effect of cultural values and stereotypes on status attainment for women. Issues relevant to mid- and later-life women will also be addressed.

WS/PS 315. Women in Politics. (3)
This course examines the role women play in political life both in the U.S. and around the world. It analyzes the growth of women's political rights, patterns and perceptions of women in the electoral process, and the structural barriers to women's representation. It concludes by looking at the roles women play in the legislative process.

WS/SO 315. Women and Work. (1-4)
This course examines the status of women in a variety of work settings: domestic, blue-collar, and professional. Structural issues and socio-cultural themes which facilitate/inhibit the participation of women in the work force will be examined through specific issues: gender inequality/segregation in the workplace, the "glass ceiling," sexual harassment, stress/burnout, and minority status.

WS/AN 315. Women in Other Cultures. (3)
A cross-cultural study of women's status and roles in selected ethnic or cultural groups in differing stages of development, including forager, agrarian, industrial and post-industrial societies.

WS/IS/TH 319. Women, Religion and Community in the U.S. (3)
This course will examine women and religion and how the interaction of religious and gender ideology helped shape experiences and create women's communities within a variety of religious traditions in the U.S. We will view religious experience through a multicultural lens which includes the perspectives of African-American, Native American, Jewish, Catholic and Protestant women and some women founders of American and international religious groups. CORE-III.

WS/IS 323. Eurowomen: A Dramatic History, 1500 - Present. (3)
This course will analyze the role of women in European society since 1500 as reflected in plays on stage and in contemporary accounts dating from the various periods under consideration. Playwrights include Hrotswitha, Shakespeare, Ibsen, Strindberg, Genet, and Kesselman. Class members will be asked to contemplate the use of gender as a universal category of historical investigation and dramatic criticism and analyze the interaction of class, confession, ethnicity, gender, and race in European society since 1500. CORE-III.

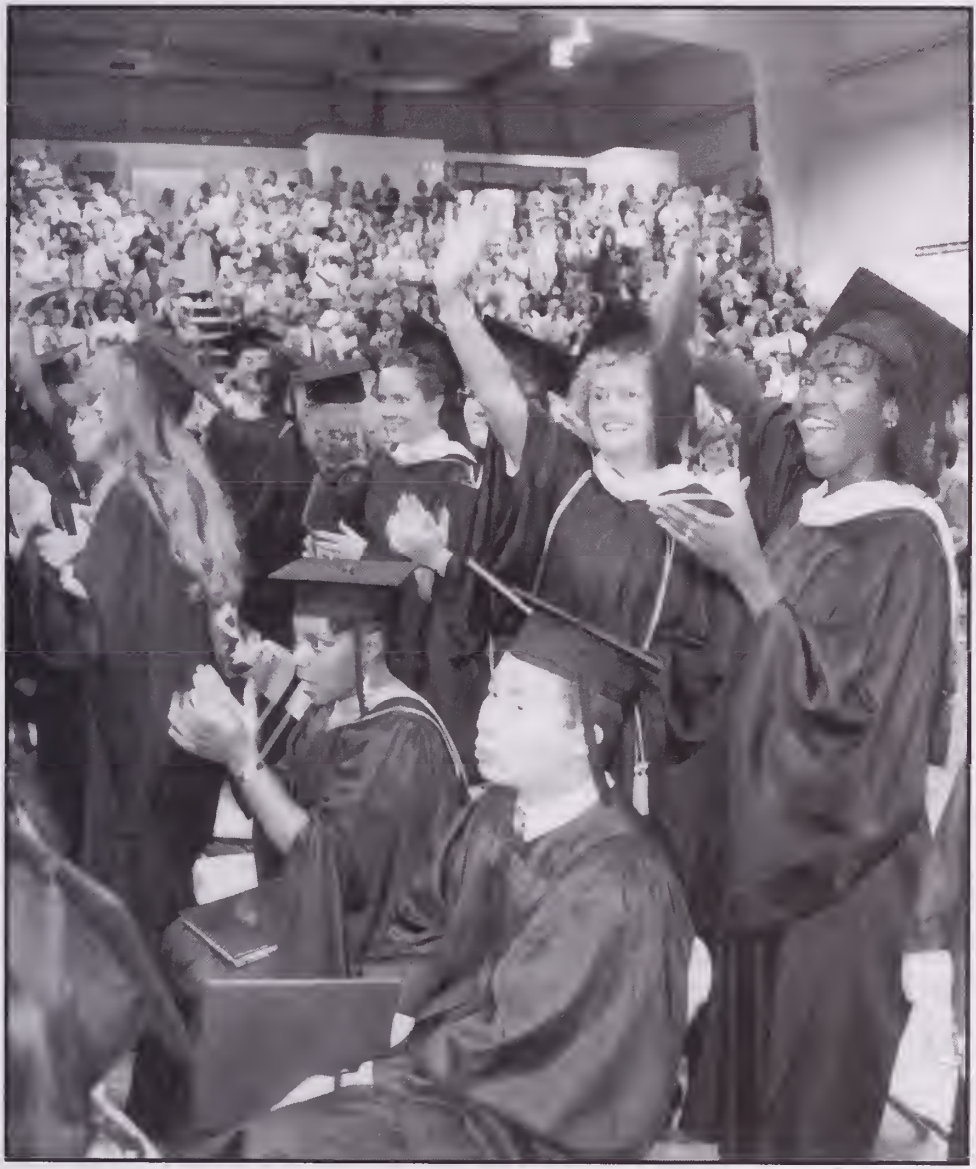
WS/TH 325. Women in Theological Perspective. (3)
This course investigates the history of women in the Judeo-Christian tradition. We explore rituals, scriptures and social and cultural attitudes and analyze contemporary theological perspectives in light of the ancient teachings.

WS 380. Topics in Women's Studies. (3)
Special topics in women's studies are explored from a variety of academic disciplines. Course topics are determined based on faculty/student interest and program needs.

WS/CO 382. Gender Communication. (3)
A critical analysis of the interrelationship between gender, culture, and communication. Gender differences and sex-role stereotypes and their influence on communication and relationships are explored so that strategies for bridging these differences can be developed.

WS/CO 383. Women and the Media. (3)
A critical/cultural approach will provide a framework for understanding how gender, class, and race issues influence the production, construction, and consumption of the media.

GRADUATE PROGRAMS/COURSES



Academic Policies

Assessment Program

Avila College is committed to evaluating the performance of the college as well as the academic achievement of the students. Assessment at Avila is a multidimensional, ongoing process of gathering, interpreting and sharing information about the learning and development of Avila's students. This information is used to determine student achievement; to evaluate the effectiveness of the curriculum; to guide the revision of programs, courses and instruction; and to serve as a catalyst to aid students in self-evaluation and goal setting. Assessment at the undergraduate level addresses the learning outcomes for the Core Curriculum as well as the major. Graduate assessment focuses on the educational outcomes associated with each of the graduate programs. Students participate in assessment activities throughout their time at the college and after graduation as alumni. These activities include surveys, standardized examinations, in-class assessments, portfolios and final projects or theses.

Catalog Student Must Follow

The catalog in existence at the time a student first enrolls at Avila College is the one a student should follow in order to fulfill graduation requirements. With departmental approval, a student may choose to fulfill degree requirements under another catalog in existence during the student's attendance at Avila College. Forms to change a catalog are available in the Registrar's office.

If a student does not attend Avila College for four consecutive semesters (not including summer sessions), the student must then fulfill the requirements of the catalog in existence at the date of re-enrollment.

The dates of the catalog a student follows to fulfill degree requirements must be stated on the degree application.

Progress Toward Degree

A student accepted into a Graduate Program is expected to work consistently toward the degree and to register in the program until all requirements are met. Ordinarily, a student registers each semester for a minimum of three credit hours.

A student who does not register for graduate courses during two consecutive years will be required to reapply for admission to the Graduate Program; no fee is required for readmission.

To be granted a degree, all coursework must be completed within the timeframe specified by the given Graduate Program:

MBA - Seven years;
Psychology - Seven years;
Education - Five years.

Transfer of Credit

Avila College accepts transfer credits from other institutions as recommended in the transfer credit practices directory published by the American Association of Collegiate Registrars and Admissions Officers. Ordinarily, only six (6) hours of "A" or "B" graduate coursework may be transferred.

Academic Advising

Students must meet with their assigned academic advisor. Academic advising is required prior to each registration. Students are encouraged to contact their advisor at other times throughout the semester for information about college policies, services or professional opportunities.

Student Responsibility for Degree Completion

Students should discuss their specific degree requirements with their academic advisors throughout their academic career. While an academic advisor is to be of help to a student in planning and confirming the student's progress toward graduation, ultimately it is the student's responsibility to be familiar with the requirements for graduation, and to be aware of the number of hours he or she has completed toward graduation.

Registration

Students should register prior to the beginning of classes. Late registration or class section changes may be permitted:

- During the first week of a 15-week course, including arranged classes;
- Up to one week prior to the beginning of a weekend intensive course;
- On the first day of class for 5-week, 6-week, 7-week and summer classes.

A late registration fee will be charged.

Repeated Course Work

Graduate students may repeat courses according to the policy of the program in which they are enrolled. The most recent grade earned is reflected in the cumulative grade point average. However, all course entries remain a part of the permanent record and credit is forfeited for all previous attempts.

- MBA Program: Students may repeat those courses in which they earned a grade of "C" or "F". Only two courses may be repeated during the entire program.

- Education/Psychology Programs: Only one course may be repeated during the entire program.

Independent Study

Students may enroll for independent study with the permission of the instructor and the Department Chairperson. For students in Education and in Psychology, independent study is limited to three credit hours.

Courses Offered for both Graduate and Undergraduate Credit

Students enrolled in Graduate Programs may take courses which are cross-listed and offered for both graduate and undergraduate credit. However, they must take a minimum number of credits in courses exclusively reserved for graduate students as indicated below:

MBA	24 hours
Education	32 hours
Psychology	54 hours

Class Attendance

Students are expected to attend all sessions of courses for which they are registered. Excessive absence may result in a grade of "F".

Academic Honesty

Avila College expects and requires academic honesty from all members of the college community. Cheating, plagiarism and falsification of documents will not be tolerated and appropriate sanctions will be imposed.

The college defines "cheating" to include the following practices: stealing an exam; collaborating on projects where not allowed by the instructor; copying during exams; exchanging information during exams; using unallowable information as designated by the instructor; and buying, selling or stealing copies of exams or other projects.

The college defines "plagiarism" as taking ideas from another and passing them off as one's own. Included would be the practice of incorporating portions from a book or article into a paper and not acknowledging the source; copying a whole paper or report directly from a book or article; securing a paper or report from someone and submitting it as one's own work.

The instructor who discovers that a student has cheated or plagiarized has the right and duty to impose an appropriate sanction. The maximum sanction available to the instructor is to dismiss the student from class and administer an "F". Lesser sanctions, appropriate for the offense, may be selected at the discretion of the instructor. An attempt must be made by each instructor to treat each offense in a consistent manner within the same course. Repeated offenses may result in dismissal from the college.

Program Changes and Withdrawals

Program changes and withdrawals are official when forms that are available in the Registrar's Office have been obtained, completed and returned by the student to that office. Students who do not officially withdraw from a course by the date published in the class schedule will receive a final grade of "F".

The fee for each change is $15. There is no fee for changes made as the result of classes cancelled by the college.

Credit Hours and Grading System

Grades	Points per credit hour
A = Excellent	4
B = Good	3
C = Minimum Pass	2
F = Failing	0

W = Withdrawal without academic assessment

AU = Audit. Courses may be taken for audit with the approval of the instructor. Students may change a credit course to audit prior to the eleventh week of classes; students may also change an audit course to credit with the permission of the instructor prior to the SECOND week of classes. Students auditing a course are required to meet the attendance and participation requirements of the course. If these requirements are not met, students will be withdrawn from the course by the instructor. A final grade of "AU" is recorded on the transcript.

I = Incomplete. Course work required for a grade must be completed within six weeks after the close of a session unless a different time is stipulated by the instructor; if not, the grade of Incomplete will be changed to an "F". All assigned incomplete grades must have a Contract for an Incomplete Grade form completed and submitted by the instructor along with the final grade sheet. The Contract for an Incomplete Grade form can be obtained in the Registrar's Office. The charge for changing an Incomplete Grade is $5 per incomplete. See MBA program for policy on incomplete (I) grade in a graduate Directed Study or Research Course.

The basis for determining the academic standing is the point-hour ratio. The Grade Point Average (GPA) is obtained by dividing the total number of semester hours, including transfer credits, but excluding grading assessments of W, AU and I. All grades for courses retaken will be displayed on the transcript, but only the most recent grade will be averaged into the GPA.

Grade Reports

Students with an "F" grade in any course at mid-semester will be notified.

At the end of each semester a copy of the student's grades is mailed to the student's home address.

Transcripts

Students who have satisfied all financial obligations to the College are entitled to a transcript of their academic record.

Due to the confidential nature of a student's record, transcripts are issued only on written authorization of the student concerned. Telephone requests will not be accepted. Written requests should be directed to the Office of the Registrar.

OFFICIAL transcripts are forwarded directly by mail to other institutions. UNOFFICIAL transcripts are issued to the student for personal use. The fee for each transcript is $2, payable in advance.

Release of Student Information

Avila College is in compliance with the Family Education Rights and Privacy Act of 1974, as amended, with regard to release of student information and review of educational records. Avila does not release the address, telephone number, registration status or course schedule to anyone outside the college. Avila College will publish the name of a student in the following publications, whenever applicable: Commencement Program, Dean's List Honors Program, Hometown Newspaper, whenever an honor is received. If a student does not wish his/her name released, the student must contact the Registrar's office in writing and request that his/her name be omitted.

A student and/or the parents of dependent student may request to view educational records if the student has signed a release or the parent(s) can provide documentation of the dependency of the student. An appointment with the appropriate office must be made prior to the review of the record.

Procedure for Grade Appeal

Students have recourse to an appeals procedure for the review of student course grades received at Avila College. Guidelines and Request Forms are available in the Office of the Academic Dean. The deadline for appealing grades is published in the course schedule.

Application for Degree

Students must file an application for degree with the Registrar's Office during the semester prior to their final semester at the college, stating the expected date of degree completion. There is a penalty fee for filing after the published deadline date.

Deadline dates for filing:

March for Summer degree candidates
April for December degree candidates
September for May degree candidates
(check the academic calendar listed in the class schedule for specific dates)

If students do not complete the degree requirements by the expected date of completion, they must file a new degree application in the Registrar's Office.

After the degree application is filed with the Registrar's Office, a survey of all academic work is reviewed by the Registrar to verify degree requirements still needing to be satisfied. Written notification of those requirements will be sent from the Registrar to the student.

Participation in Commencement

Students who have three (3) or fewer credits to complete during the summer session may participate in the May Commencement exercises.

Course Numbering System

091-099	Skills courses - these courses will not count toward the total hours for graduation.
101-199	Introductory courses
201-299	More advanced introductory courses; may have prerequisites
310-449	Upper-division courses open to all students
451-499	Upper-division courses open to majors/minors only
501-599	Foundational graduate courses
601-699	Graduate courses

Consecutive numbers separated by a comma, e.g., FR 111, 112, indicate a course sequence through the year.

The number in parentheses after the course title indicates the credit in semester hours.

The Roman numeral following the course description indicates the semester in which the course is given. First semester course offerings are indicated by I; second semester, II; summer session, S. Where frequency of course offering is not indicated, the course is given as required.

Programs and Courses of Instruction

Master of Business Administration (MBA)

Concentrations:

Accounting
Finance
General Management
Health Care Administration
International Business
Management Information Systems
Marketing

The MBA program provides preparation for men and women to assume administrative positions in a broad range of business and other types of institutions within our society. A student with a bachelor's degree in any academic discipline may enroll in Avila's MBA program.

Admission Requirements

Admissions requirements for the MBA program are a baccalaureate degree from an accredited institution and at least 1000 points based on the formula: 200 X the GPA on the last 60/90 semester/quarter hours (4.0 system) plus the GMAT score. International students should have a minimum 450 score on the GMAT examination and a minimum 550 score on the TOEFL test. Students not meeting these requirements may petition for admission. Each student will be asked to demonstrate writing skills upon admission.

Candidacy Status

Upon having satisfied all admission criteria identified above, having demonstrated a satisfactory level of written and oral communication skills, spreadsheet and word processing computer application skills, and having completed nine (9) hours of graduate work with a grade point average of 3.0 or better, the student must apply for candidacy status. Only students approved for candidacy status will be permitted to continue in the degree program.

Requirements for Graduation

All study programs shall require at least 24 hours of foundation courses associated with an education for business. This requirement may be met with a combination of undergraduate and graduate work. Additionally, the MBA student must complete at least 24 hours of additional graduate work. Each program must involve a minimum of 30 total graduate hours of which 24 hours are open exclusively to graduate students. A maximum of six (6) graduate hours may be transferred from another accredited institution toward the minimum 30-hour requirement.

All concentrations, except accounting and health care administration, require the completion of 9 hours of work in an area of concentration beyond the foundation level. The accounting and health care administration concentrations require 12 hours. Principal graduate courses otherwise required may be counted in this 9-hour requirement when relevant to the concentration selected. All students must file an application for degree in accordance with guidelines set forth by the College. A 3.0 grade average is required in graduate courses. All requirements for the degree program must be completed within a seven-year period.

Incomplete Grade in Directed Study or Research

Any incomplete (I) grade in a graduate Directed Study or Research course not completed for evaluation by the first day of the second session or semester following the one in which the student initially enrolled will be changed to "F".

In order to extend the time for completing the work, the student must again enroll in the course and pay the tuition.

The Curriculum

The specific courses required of a particular student in completing the program depends on his or her prior educational background and the specific concentration selected. Courses may be

classified as prerequisite, foundation and principal courses.

Prerequisite Courses

Math requirement:
Accounting concentration – MA 120
College Algebra
All other concentrations – either MA 115 Finite Mathematics or MA 120 College Algebra

Required in specific concentrations:
Management Information Systems –
Two semesters of computer language(s)
International Business –
Two years of a second modern language

Accounting
Cost Accounting (AC 355)
Intermediate Accounting I (AC 361)
Intermediate Accounting II (AC 362)
Auditing (AC 370)
Tax Accounting (AC 451)
Advanced Accounting (AC 460)

Foundation Courses

Foundation courses may be satisfied by previous undergraduate work.

Financial Accounting (AC 501)
Economic Concepts (EC 501)
Statistical Analysis (EC 540)
Quantitative Analysis (EC 541)
Business Legislation (BU 501)
Management Processes (BU 621)
Marketing Management (BU 610)
Financial Management I (BU 630)

Principal Courses

The following principal graduate courses are required in all or most concentrations, particularly the programs of students with undergraduate business degrees.

Organizational Behavior and Development (BU 622)
Organization Policy and Strategy (BU 699)
Business, Government and Society (BU 601)
Marketing Strategy (BU 615)
Financial Management II (BU 635)
Current Issues in Management (BU 629)
Aggregate Income Analysis (EC 611)
or Managerial Economics (EC 612)
Managerial Accounting (AC 650)
or Management Information Systems (BU 661)

GRADUATE COURSES IN ACCOUNTING

AC 501. Financial Accounting. (3)
An introduction to accounting concepts and procedures. Prerequisite: Accounting concentration - MA 120. All others - MA 115 or MA 120.

AC 650. Managerial Accounting. (3)
A study of accounting concepts as applied in manufacturing and merchandising firms emphasizing analysis of financial statements and managerial use of cost data. Prerequisite: AC 501 or equivalent.

AC 652. Advanced Tax Accounting. (3)
An advanced study of federal income taxation of business entities, with an introduction to tax research. Prerequisite: AC 451 or equivalent.

AC 653. Taxation and Decision Making. (3)
A discussion of aspects of individual, partnership, corporate and estate taxation, emphasizing tax planning. It is designed for the non-accounting major and is not open to students who have completed AC 451, AC 452 or AC 652. Prerequisite: AC 501 or equivalent.

AC 655. Advanced Cost Accounting. (3)
A study of additional cost accounting techniques, emphasizing advanced applications. Prerequisite: AC 355 or equivalent.

AC 670. Advanced Auditing. (3)
Emphasis is given to techniques used in arriving at audit decisions and the practical implementation of such audit decisions. Prerequisite: AC 370 or equivalent.

AC 675. Advanced Accounting Theory. (3)
An evaluation of accounting theory in relation to user satisfaction, emphasizing resource flows, asset valuation and accounting history. Prerequisite: AC 362 or equivalent.

AC 690. Directed Study in Accounting. (3)
Independent study of an approved topic not parallel with the content of any other course offering.

AC 698. Accounting Research. (3)
Independent research resulting in the completion and defense of a master's thesis. This is an optional course not required for MBA students. Graded as Credit/No Credit.

GRADUATE COURSES IN BUSINESS ADMINISTRATION

BU 505. Business Legislation. (3)
A study of the legal issues inherent to business transactions.

BU 601. Business, Government and Society. (3)
A review of the basic means-ends relationship which exist among society's goals and the various units comprising the economic and political systems, with special emphasis given to ethical behavior. Prerequisite: EC 501.

BU 610. Marketing Management. (3)
An introduction to the fundamentals of marketing management and strategy formulation with special emphasis on segmenting markets and research, product, pricing, promotion, distribution and channel or place decisions. Prerequisite: EC 501 or equivalent.

BU 611. International Marketing. (3)
Introduction to the special problems associated with marketing in international environments. Prerequisites: BU 610, BU 621 and BU 630 or equivalents.

BU 613. Promotion Management. (3)
Analysis of consumer and buyer behavior and the study of personal selling, advertising, sales promotion and publicity as they relate to structuring a balanced promotional mix and a marketing communication system. Prerequisite: BU 610 or equivalent.

BU 614. Marketing Channel Management. (3)
Analysis of factors basic to the development of and problems associated with maintaining direct and indirect channels of distribution and the development of physical distribution systems. Prerequisite: BU 610 or equivalent.

BU 615. Marketing Strategy. (3)
Analysis of problems associated with the development, execution, evaluation and redirection of marketing programs, plans and strategies in a wide range of organizations. Prerequisites: BU 610, EC 501 or equivalents.

BU 616. Product and Pricing Strategies. (3)
Analysis of problems associated with the development and commercialization of products and alternative pricing strategies utilized at various stages of product/brand life cycle. Prerequisite: BU 610 or equivalent.

BU 617. Marketing Analysis. (3)
Analysis of the techniques and methods utilized in planning, executing and reporting results of marketing research in a managerially useful manner. No credit for those who have completed BU 417 or equivalent. Prerequisites: BU 610 and EC 540 or equivalents.

BU 621. Management Processes. (3)
An overview of management processes performed in complex organizations.

BU 622. Organization Behavior and Development. (3)
The study of the structure, individual and group behavior, and development of organizations. Prerequisite: BU 621 or equivalent.

BU 629. Current Issues in Management. (3)
Analysis of special problems, trends and developments in areas of general management. Prerequisites: BU 621 or equivalent.

BU 630. Financial Management I. (3)
A study of the principles of financial management and the application of those principles to major financial management decisions. Prerequisites: AC 501, EC 501, EC 540 or equivalents.

BU 631. Advanced Security Analysis. (3)
A study of techniques for evaluating investments in common stock, preferred stock, corporate bonds and government bonds. Prerequisite: BU 630 or equivalent.

BU 635. Financial Management II. (3)
Develops students' understanding of issues in financial management through application of finance principles via case studies. Prerequisite: BU 630 or equivalent. Spreadsheet skills are recommended.

BU 636. Financial Management III. (3)
Discussion of advanced theoretical issues and case problems in financial management. Prerequisites: BU 630 and BU 635 or equivalents.

BU 637. International Finance. (3)
A survey of major issues in international financial management and investments. Topics covered will include: exchange rate determination, spot and forward markets for foreign exchange, the financial management of multinational corporations, and managing the risks inherent in international business. Prerequisites: BU 630 or equivalent.

BU 638. Financial Markets and Instruments. (3)
An analysis of the financial instruments and the operation of these markets in promoting capital formation, investment flows and risk management. Prerequisites: BU 630 or equivalent.

BU 661. Management Information Systems. (3)
Designed to assist students in developing the ability to determine an organizations information needs, to relate key organizational decisions to their underlying sources of data and to evaluate overall information systems. Prerequisites: AC 501, BU 610, BU 621, BU 630 or equivalents. AC 650 is recommended.

BU 662. Data Systems Management. (3)
This course deals with the development and maintenance of a highly integrated, but flexible, collection of computer files that are cross-referenced in a manner that minimizes duplication of data within the total management information system of an organization. Prerequisite: Two semesters of computer language.

BU 663. Design and Analysis of Information Systems. (3)
This course deals with the analysis, design and development of a computer information system as a set of interrelated, interacting components functioning together as an effective unit to achieve specific results. Prerequisite: Two semesters of computer language.

BU 664. Seminar in Management Information Systems. (3)
This seminar will involve the identification and in-depth analysis of problems, trends, and issues currently encountered by management information professionals. Prerequisites: Two semesters of computer language.

BU 666. Production/Operations Management. (3)
A study and analysis of methods and techniques utilized in managing the operations function. Prerequisites: BU 621, EC 501, EC 541 or equivalent.

BU 667. Procurement Management. (3)
A study of procurement management and an analysis of problems associated with the purchase of a wide variety of industrial products and services. Prerequisites: BU 621, EC 501, EC 540, EC 541 or equivalents.

BU 671. Health Care Systems. (3)
An examination of the interrelationships which exist among the various components of the health services industry and the role each plays in the delivery of health care services. Prerequisites: BU 621 and EC 501 or equivalents.

BU 672. Economic and Political Context of Health Care. (3)
An analysis of demand for and costs of providing health care services from both a macro and micro perspective and analysis of the supportive and regulatory aspects of public policy that impact the health care industry. Prerequisites: AC 501, BU 621 and EC 501 or equivalents.

BU 673. Special Problems in Health Care Management. (3)
An investigation of special problems associated with the management of health care institutions. Prerequisites: AC 501, BU 610, BU 621, BU 630 and BU 671 or equivalents.

BU 674. Current Issues in Health Care Administration. (3)
Analysis of special issues and trends in the field of health care. Prerequisites: AC 501, BU 610, BU 621, BU 630, BU 671 or equivalents.

BU 680. Special Topics. (1-3)
Selected graduate topics to be determined at the discretion of the department.

BU 690. Directed Study in Business. (3)
Independent study of an approved topic not parallel with the content of any other course offering.

BU 698. Business Research. (3)
Independent research resulting in the completion and defense of a master's thesis. This is an optional course not required for MBA students. Graded as Credit/No Credit.

BU 699. Organization Policy and Strategy. (3)
A capstone course, taken preferably in the last semester of study, that synthesizes learning through case analysis and simulation of organization management. Prerequisites: BU 610, BU 621, BU 630 or equivalents.

GRADUATE COURSES IN ECONOMICS

EC 501. Economic Concepts. (3)
An introduction to fundamental macroeconomic and microeconomic concepts which provide the background for economic analysis.

EC 540. Statistical Analysis. (3)
An introduction to basic statistical techniques which involves methods of collecting and analyzing data with an emphasis on inferential statistical techniques used for hypothesis testing and decision making. Prerequisite: MA 115 or equivalent.

EC 541. Quantitative Analysis. (3)
An introduction to quantitative analysis techniques needed to apply models to situations in business and economics. Prerequisites: AC 501, EC 501, EC 540 or equivalents.

EC 603. Business and Economic Forecasting. (3)
An analytical approach to developing a forecast for the economy and its relationship to forecasting industries and firms market potential. Prerequisite: EC 501 or equivalent.

EC 611. Aggregate Income Analysis. (3)
An analysis of macroeconomic variables and models from the viewpoint of how business fluctuations and external economic variables impact business decision making. Prerequisite: EC 501 or equivalent.

EC 612. Managerial Economics. (3)
Study of microeconomic analysis and models relevant to a broad cross section of decision within the business firm. Prerequisites: EC 501, EC 541 or equivalents.

EC 682. International Economics. (3)
An introduction to the theory, structure and policies of international trade and international financial institutions. Prerequisite: EC 501 or equivalent.

EC 690. Directed Study in Economics. (3)
Independent study of an approved topic not parallel with the content of any other specific course offering.

EC 698. Economic Research. (3)
Independent research resulting in the completion and defense of a master's thesis. This is an optional course and not required for MBA students. Graded as Credit/No Credit.

Master of Science in Education

The goal of the graduate program in education is to provide practicing teachers with skills necessary to become truly effective "master" teachers. In addition, a focus of the coursework is on becoming an instructional leader in the school. The graduate of Avila's master of science degree in education will be well equipped to serve as a member of school based leadership teams, curriculum committees, parent liaison teams and in other important leadership positions.

The master's program in education is unique in that a cadre of students begins together each fall. Classes are held once a week from 4:00 to 9:30 p.m. Students work in cohort groups allowing for networking, collaborative projects, cooperative study and intensive interaction. The students create a portfolio of work as they progress through the program. These materials form a significant resource for them for use in job applications, professional meetings and school situations. The classes are set up allowing a student beginning in the fall to finish coursework in three semesters and a summer

with the integrative seminar and presentation of the portfolio in the second spring. The student is able to plan ahead for the entire program with class schedules and tuition guaranteed.

Admission Requirements:
The applicant seeking admission to the program must:

1. Have a bachelor's degree from an accredited institution,
2. Complete all parts of the written application, including 2 letters of recommendation,
3. Submit two official transcripts of all previous college work,
4. Have a grade point average of 3.0 on a 4.0 scale for at least the last 60 hours of undergraduate work.

Requirements for Program Completion:
The Master's degree in Education requires a minimum of 32 hours of coursework. A maximum of 6 hours of transfer credit is allowed upon approval of the Graduate Studies Committee. To maintain enrollment, the student must carry a 3.0 average in coursework, with no grade lower than a "C" (2.0). To successfully complete the graduate program in education, the student must pass each class, maintain a 3.0 grade point average, and complete a portfolio containing representative work from several classes and experiences. This portfolio is presented to a graduate committee of education professors during the final class (ED 699). Details of the portfolio contents are explained throughout the coursework.

Required Courses: ED 605, 610, 612, 615, 617, 620, 630, 680 (5 hours total), 684 and 699.

GRADUATE COURSES IN EDUCATION

ED 605. History and Philosophy of Education. (3)
This course examines and analyzes the historical and philosophical aspects of education. Education will be viewed in its broadest sense to include the transmission of values, beliefs and culture in school and non-school settings. Although the focus will be on American educational systems, other influences of western culture will be discussed. I.

ED 610. Social and Multicultural Issues in Education. (3)
This graduate seminar will focus on contemporary, social and multicultural issues in American education. Issues involving race, class, ethnicity and gender will be analyzed and discussed. Educational theory and curricula will be critically examined within a variety of educational settings. II.

ED 612. Measurement and Assessment I. (3)
This course will integrate planning, instruction, and measurement of the learning process. Thinking will be directed toward the assessment of student outcomes. Topics will include descriptive statistics, alternative assessments, classroom test characteristics, classroom test writing, and group test interpretation. I.

ED 615. Learning and Motivation. (3)
The purpose of this course is to survey the major theoretical concepts underlying how the human organism learns and what propels him/her to action. Major topics include classical and instrumental conditioning, memory, cognitive development, and cognitive information processing. Implications for instruction, lesson planning, and assessment will be explored. I.

ED 617. Advanced Behavior Management. (3)
This course will focus on the application of specific ecological, behavioral, psychoeducational, and developmental theories to real classroom management and behavior problems. Students should have a foundation in general classroom management models. II.

ED 620. Technology in Education. (3)
This survey course will introduce the class participants to a variety of current technological resources in education such as CD-ROM, interactive video, hypercard and desktop publishing. Participants will be involved in the development of several class projects and the integration of the software and hardware into their specific curriculum areas. S.

ED 630. Advanced Curriculum Development. (3)
The student will explore the basic concepts, terminology, philosophy and current research in curriculum planning; apply these factors both in class projects and teaching situations and be

exposed to and analyze curricula of various school districts. II.

ED 635. Individual Intelligence Assessment. (3)
The student will learn to administer a series of Wechsler individual intelligence tests. The students will learn to interpret the tests as indicators of scholastic ability and as screening devices for organic pathology, learning disabilities and emotional disturbance. The student will become cognizant of the limitations of intelligence tests in relation to their reliability, norming and interpretation. Fee required. I.

ED 675. Reading in the Content Areas. (3)
The student will participate in the selection and adaptation of materials to aid the student in reading in the content areas; methods of teaching more effective comprehension and study skills in these subjects; the student will practice techniques for dealing with the challenged reader. I, II, S, even years.

ED 680. Special Topics: Issues in Educational Leadership. (1-3)
This class will offer a series of one hour intensives, topics dealing with current issues in educational leadership, such as site based management, teacher as instructional leader and group leadership techniques. This class will utilize outside experts as instructors along with regular faculty. It will provide an opportunity for students to choose topics of particular interest and use for them. I, II, S.

ED 684. Effective Instruction. (3)
The course includes the advanced study and implementation of learning theory, including motivation, reinforcement, lesson design, transfer, practice and higher level thinking skills. S.

ED 690. Directed Study. (1-3)
The student will have an opportunity to pursue a directed course of study through reading, study and research. One, two or three hours of credit may be earned; a student may apply no more than two credit hours under this course number toward the degree. I, II, S.

ED 699. Final Seminar. (3)
The student will examine current issues related to teaching, learning and instructional leadership; demonstrate effective teaching/learning practices within the actual school setting. Final preparation of portfolios and presentation of portfolios to the graduate committee. Prerequisite: 27 hours of completed graduate work and consent of instructor. II.

Master of Science in Counseling Psychology

The purpose of the Master of Science Degree in Counseling Psychology is to prepare students in the delivery of mental health services. The degree is clinically oriented with an emphasis in agency counseling. Upon completion of the degree, graduates will be qualified to practice in public and private agencies serving individuals and families in crisis. The programs enable the graduate to meet Missouri state educational requirements for licensure as a professional counselor and Kansas state educational requirements for licensure as a master's level psychologist.

Admission Requirements
The applicant seeking admission to the program must:

1. Have a bachelor's degree from an accredited institution,
2. Complete all parts of the written application, including 2 letters of recommendation,
3. Submit two official transcripts of all previous college work,
4. Have a grade point average of 3.0 on a 4.0 scale for at least the last 60 hours of undergraduate work,
5. Complete undergraduate courses in General Psychology, Theories of Personality, Abnormal Psychology and Social Psychology,
6. Take the general portion of the Graduate Record Examination and forward the scores to the Department at the time of application.

Requirements for Program Completion
The Master's degree carries a minimum of 54 hours of coursework and will be longer for some applicants with less background in psychology. A maximum of 6 hours of transfer credit is allowed. The student must maintain a 3.0 average in coursework with no grade lower than "C" (2.0).

The Counseling Practicum must be completed successfully before a student may enroll in Internship. The Internship includes a 750 hour placement with an outside agency. Evaluation must be favorable for completion of the degree. A passing score on a final comprehensive examination is required for completion of the degree. Arrangements for the exam must be made toward the end or after completion of coursework.

STUDENT STATUS WITHIN THE PSYCHOLOGY GRADUATE PROGRAM

1. Student in Good Standing
   -has successfully met all entrance requirements
   -has maintained an overall GPA of 3.0 or better with no grade below "C"
   -has not yet taken Beginning Practicum.

2. Probationary Status
   -a "Student in Good Standing" moves to Probationary Status when his/her overall graduate GPA falls below 3.0 or the student receives a grade below "C".
   -students on probation have one semester to return their GPA to 3.0 or above to regain "Good Standing"; failure to do this may lead to dismissal from the program.

3. Candidate Status
   -"Students in Good Standing" who pass the Counseling Practicum with a grade of "B" or better will be considered by the graduate faculty for "Candidate Status" which is essentially permission to continue in the program. All work to that point will be reviewed.
   -students who receive a grade below "B" in the Counseling Practicum will be denied "Candidate Status"; the graduate faculty will determine if the student is allowed to retake the practicum; failure to receive permission to retake the practicum will lead to dismissal from the program.

The Final Examination
Candidates who have successfully completed or are completing the Internship will submit a written case study of a client. Approval of these cases by the graduate faculty will lead to an oral examination covering this material.

Required Courses:
PY 601, 605, 610, 612, 615, 620, 625, 630, 635, 645, 650, 655, 660, 685, 695, 699 and 3 hours of approved elective credit.

GRADUATE COURSES IN PSYCHOLOGY

PY 601. Statistics. (3)
Designed to be an introductory course in statistical analysis. Emphasis will be on practical methods as well as on theory. Topics include central tendency, variability, correlation, regression, hypothesis testing and analysis of variance. 1.

PY 605. Theories and Methods of Counseling. (3)
Designed to introduce the pre-practicum student to a general model for effective helping skills, this course will include both didactic and experiential components. The course will emphasize basic attending skills as the foundation of effective listening. 1.

PY 610. Personality Development. (3)
This course will compare and contrast the major themes of childhood and adolescent personality development. Constructs from the psychoanalytic, cognitive, behavioral and humanistic movement will be employed to analyze children's adjustment from birth to early childhood to adolescence. 1.

PY 612. Learning and Cognition. (3)
The principles concerned with how people acquire, store, transform, use, and communicate information, and the relevance of these principles for counseling psychology. S [first offering SU 99].

PY 615. Career Development. (3)
Designed to allow informed choice concerning career choice and lifestyle, this course will cover vocational choice theory, career decision-making processes and career development exploration techniques. S.

PY 620. Family Systems: Theory & Treatment. (3)
The purpose of this course is to survey the fundamental processes of systems functioning and application of general theory to specific theoretical formulations of family development, family pathology and therapeutic interventions with disordered families. Major topics include

normal family development, general systems concepts such as homeostasis, hierarchy and feedback loops, historical/psychodynamic theory and a systematic investigation of particular approaches to family function/dysfunction utilizing multigenerational viewpoints and various structural and strategic models. II.

PY 625. Research Design. (3)
The course will study appropriate research design models in psychology. Research designs emphasizing both traditional and alternate models will be presented. Prerequisite: PY 601. II.

PY 630. Introduction to Professional Counseling. (3)
The content of this course will focus upon issues central to the student's orientation as a mental health professional. Diverse areas such as ethical standards, licensure and one's role as a change agent will be addressed. Prerequisite: PY 605 and PY 610. II.

PY 635. Individual Intelligence Assessment. (3)
The student will administer a series of Wechsler individual intelligence tests. The student will learn to interpret the tests as indicators of scholastic ability and as screening devices for learning difficulties and emotional difficulties. The student will become cognizant of the limitations of intelligence tests in relation to their reliability, norming and interpretation. Fee required. I.

PY 645. Personality Assessment. (3)
This course will provide the student with a basic understanding of the fundamental properties of testing critical to test selection and interpretation. The student will also acquire a broad knowledge of several instruments used for the assessment of personality, intelligence, organic disorders and career development. Students will become proficient in administration of a battery of select objective and projective personality and career instruments, interpret the data provided by these instruments and integrate the information from the battery in report format. Prerequisite: PY 635. Fee required. II.

PY 650. Biological Bases of Behavior. (3)
Biological psychology seeks to explain behavior in terms of its physiology, its development, its evolution, and its function. An introduction to the biological mechanisms most relevant to key issues in psychology. II [first offering SP 99].

PY 655. Advanced Social Psychology. (3)
The scientific study of the manner in which the behavior, emotions and beliefs of an individual can be influenced and determined by others. Also included is the study of the formation, structure and functioning of groups. Topics include attitude formation, perception of self and others, attraction, altruism, conformity and interpersonal communication. Prerequisites: PY 601, 625. I.

PY 660. Theories & Methods of Group Counseling. (3)
This course will focus upon the structure and dynamics of the group treatment process. The student will be exposed to the important elements of selection, grouping and choice of leadership style. General techniques of group practice and applications to specific populations will be discussed. Prerequisite: PY 605 and PY 630. S.

PY 680. Special Topics. (1-3)
Special Topics will change every semester and include the study of timely and pertinent areas in the field of psychology. I, II, S.

PY 685. Counseling Practicum. (3)
This course will provide an initial experience with counseling practice. It will require familiarization of basic relationships-building techniques and the utilization of these processes in a supervised therapeutic situation. Prerequisites: PY 605, PY 610, PY 630, minimum of 21 graduate hours completed and consent of advisor.

PY 690. Directed Study. (1-3)
This course will give the student an opportunity to pursue a course of study through reading, study and research. One, two or three hours of credit may be earned; a student may apply no more than three credit hours under this course number toward his degree. I, II, S.

PY 695. Internship. (1-6)
This course will provide the culminating experience in a field/agency for which the student is preparing. The student will spend 750 hours working in a responsible, yet supervised capacity, in a professional placement. Prerequisites:

PY 685 and a minimum of 30 hours of completed graduate work. I, II, S.

PY 699. Seminar in Abnormal Behavior. (3) This course is designed to provide maximum interchange between instructor and student. The course content will deal with current issues in abnormal psychology. Topics to be discussed include current research, techniques and treatment alternatives which are related to the field of psychopathology. An additional goal is to provide the opportunity to do a thorough literature review in a selected area and make an in-depth class presentation. Prerequisites: Minimum of 18 hours completed including PY 605, 610 and 630. II.

ADMINISTRATION/FACULTY

Administration

BOARD OF TRUSTEES

Michael F. Morrissey (1989)
Chairman, Board of Trustees;
Managing Partner, Ernst & Young, LLP
Kansas City, Missouri
Don H. Alexander (1995)
President, Don H. Alexander & Associates
Kansas City, Kansas
Kathleen Andrews (1987)
Chief Executive Officer,
Andrews McMeel Publishers
Kansas City, Missouri
Alfred J. Blasco (1967)
Chairman Emeritus, Kansas City, Missouri
Gar Cantrell (1987)
Prairie Village, Kansas
William H. Dunn, Jr. (1989)
Senior Vice President,
J.E. Dunn Construction Company
Kansas City, Missouri
Sister Marie Georgette Eschbacher (1984)
Director, Education Graduate Program
Avila College, Kansas City, Missouri
Sister Suzanne Giblin (1995)
Province Leadership Team
St. Louis, Missouri
Thomas F. Gordon (1990)
Attorney, Gordon, Gordon & Lasley, P.C.
Kansas City, Missouri
Mary Ann Hale (1992)
Community Volunteer,
Kansas City, Missouri
Linda Hanson (1997)
President, Missouri Commercial Banking
Group - Mercantile Bank
Sister Jane Hassett (1990)
St. Louis, Missouri
John M. Holland (1996)
Executive Vice President
Fahnestock and Company, Inc.
Kansas City, Missouri
Sister Anne Kelly (1984)
Consultant, Kirkwood, Missouri
John J. Kitchin (1991)
Managing Partner, Swanson, Midgley,
Gangwere, Kitchin & McLarney
Sister Mary Margaret Lazio (1992)
Executive Director, Special Projects
Carondelet Health
Kansas City, Missouri
Sister Joan Lescinski (1995)
Vice President & Dean for Academic Affairs
Fontbonne College, St. Louis, Missouri
Peter S. Levi (1994)
President, Greater KC Chamber of
Commerce
Sister M. Lynn Levo, CSJ (1997)
Congregational Leadership Team
Sisters of St. Joseph
Thomas A. McCullough (1996)
Executive Vice President
DST Systems, Kansas City, Missouri
Sister Barbara Moore (1994)
Coordinator, Perinatal Care
Samuel U. Rodgers Community Health
Center
Thomas D. Sanders (1991)
President, MMC Corporation
Overland Park, Kansas
Sister Ann Schorfheide, CSJ (1997)
Associate Professor of Nursing
University of Kansas School of Nursing
Kansas City, Kansas
James C. Willcox (1996)
President & CEO
American Marketing Industries
Kansas City, Missouri

BOARD OF COUNSELORS

Joseph J. Allan, M.D.
Andy Atchison
Thomas E. Beal
Carolyn Berbiglia
Dr. Phyliss L. Bernstein
Donald C. Brain, Sr.
Alvin Brooks
Patti Browne
Gordon Docking
Rev. Donald P. Farnen
James Flanagan
David W. Frantze
Kevin Gray
John F. Huhmann, J.C.D.
John Ingram

Tom Leathers
Robert V. Lewellen
Helm Lillis
William L. McSweeney, Jr.
Carol Miller
Larry Moore
George M. Noonan
Jeanne Lillig-Patterson
Barbara Pendleton
Christine Ojile
Clara Reyes
Steve Roling
James Spigarelli, Ph.D.
Una Chang Strauss
Frank Toplikar
Robert R. Zambri

EXECUTIVE OFFICERS

Larry Kramer, Ed.D. (1985)
President. B.S., M.S., Pittsburg State University; Ed.D., University of Kansas.

Sister Marie Joan Harris, Ph.D. (1970)
Vice President and Dean for Academic Affairs. B.A., Fontbonne College; Ph.D., University of Kansas.

Thomas R. Lease, M.L.A. (1976)
Vice President and Dean for Student Affairs. B.A., Moorhead State University; M.L.A., Baker University.

James T. Barry, Ed.D. (1993)
Vice President for Advancement. B.S., Briar Cliff College; M.S., Ed.D., Northern Illinois University.

Norman L. Gerhart, M.B.A. (1987)
Vice President for Fiscal Affairs. A.B., Muhlenberg College; M.B.A., University of Pennsylvania.

ADMINISTRATIVE STAFF

Leo Anderson, Jr. (1996)
Coordinator of Administrative Networks. B.S., Central Missouri State University.

Bonnie Benson (1997)
Clinical Counseler
B.A., Grinnell College; M.S.W., University of Kansas.

Sister Elaine Margaret Besand (1968)
Assistant Bookstore Manager. B.A., Fontbonne College.

Toni Jean Bink (1976)
Registrar. B.A., Fontbonne College; M.A., St. Louis University.

Sister Una Marie Brumback (1969)
Librarian Emeritus, B.A., Fontbonne College; M.A., College of St. Catherine.

Cynthia Butler (1986)
Director of Financial Aid. B.S., Avila College.

Mary Ellen Clark (1995)
Director of Development and Alumni Relations. B.S.N., Avila College; M.N., University of Kansas.

Michael R. Crozier (1996)
Director of Athletics. B.A., Graceland College; M.A., University of South Dakota.

Sister Olive Louise Dallavis (1952)
President Emerita. Instructor of Italian. B.M., Fontbonne College; M.M., University of Illinois.

Norman Dexter (1997)
Executive Director of Avila Advantage Program. B.S., Central Missouri State University; M.A., University of Missouri-Kansas City.

Rebecca DeYoung (1997)
Admissions Counselor. B.S., Northwest Missouri State University; M.A., University of Missouri-Kansas City.

Kathleen Finegan (1994)
Library Director. B.A., M.A., University of Missouri-Kansas City; M.A., University of Missouri-Columbia.

Susan Finke (1995)
Coordinator of Special Programs in Continuing Education. B.A., University of Missouri-Kansas City.

Suzanne Franklin (1997)
Coordinator of College Skills. B.A., University of Minnesota, B.S.E., University of Kansas. M.S., University of Kansas.

Carol Frevert (1981)
Director of Health and Child Services. B.S.N., University of Missouri-Columbia.

Regina Frigault (1990)
Director, Student Resource Center. B.A., Drew University; M.S., Long Island University.

Blake Fry (1997)
Coordinator of Residence Life & Campus Activities. B.A., Wichita State University, M.A., University of Missouri-Kansas City.

Shiloh Garies (1974)
Learning Laboratory Manager. B.S.N., Avila College.

Sister Ellen Marie Gavin (1975)
B.A., Fontbonne College.

Steve Grant, C.P.A. (1986)
Assistant Business Manager and Chief Accountant. B.S., Central Missouri State University; M.B.A., Avila College.

Val Gross (1996)
Coordinator of Payroll-Personnel Services. B.S., Ft. Hays State University.

James Huber, Jr. (1995)
Assistant Director of Athletics for Operations. B.A., M.B.A., Avila College.

James L. Huber, Sr. (1992)
Sr. Head Baseball Coach. Central Missouri State University, Warrensburg, MO.

Bruce Inwards (1989)
ILCP Coordinator and ESL Lecturer. B.A., Bethel College; M.A.Ed., Oral Roberts University.

Susan Jackson (1996)
Admission Counselor. B.A., Augustana College-Sioux Falls.

Michael Kaley (1997)
Marketing/Admissions Director of Avila Advantage Program. B.A., Western Michigan University; M.S., Baker University.

Lisa Levine (1991)
Coordinator of Communication Services. B.A., Avila College.

Jim McMurray (1992)
Head Women's Basketball Coach. B.S., William Jewell College; M.S., Kansas University.

Fran Maher, CSJ (1994)
Advising/Admissions Director of Avila Advantage Program. B.S., Fontbonne College; M.S., University of Notre Dame.

Patricia Martin (1977)
Director of Foundations and Grants. Baker University.

Anne Farmer Meservey (1996)
Executive Director of Enrollment Services. B.A., Barnard College/Columbia University; M.A., Rutgers University; M.Phil. (A.B.D.), Columbia University.

Esther Ray Mills (1993)
Associate Dean for Academic Affairs. B.A., Whitworth College; M.A., Ph.D., University of Washington.

Brian L. Moore (1995)
Director of Upward Bound Program. B.A., M.S.Ed., University of Kansas.

Todd Moore (1996)
Director of Admission. B.S., Philips University; M.S., Central Missouri State University.

Dana Peek (1995)
Assistant Director of Admissions for Operations. B.A., Furman University.

Jeff Randolph (1996)
Assistant Director of Community Relations. B.A., University of Missouri-Kansas City.

Barbara J. Remsburg (1996)
Coordinator of Residence Life and Volunteerism. B.A., Marquette University; M.S., Kansas State University.

Mateo Remsburg (1996)
Admission Counselor. B.A., University of Utah; M.S., Kansas State University.

Melanie Roberts (1997)
Admissions Counselor. B.S., Iowa State University; M.A., University of Iowa.

Arthur Schlumpberger (1964)
Director of Physical Plant. South Dakota State University.

G. Richard Scott (1964)
Director of Planned Giving/Annual Fund. B.A., M.A., Central Missouri State University.

Bennie Shivers (1993)
Purchasing Agent and Bookstore Manager. B.S., North Carolina Central University.

Marc M. Solomon (1993)
Director of Computer Services. B.S., State University of New York, Oneanta; M.S., University of Missouri-Rolla.

Robin Stimac (1997)
Assistant Director Financial Aid/Loan Coordinator. B.S., St. Mary College.

Joyce Stokes (1997)
Head Varsity Women's Volleyball Coach. B.S., Eastern Mennonite University; M.E., Wichita State University.

Reverend Daniel L. Torson, CPPS (1993)
Chaplain/Director of Campus Ministry. B.M.Ed., University of Nebraska; M.Div., M.A. Lit. Studies, St. John's University.

Christal D. Williams (1995)
Financial Aid Specialist. B.S., B.A., Avila College.

Mary Eileen Woods (1984)
Assistant Librarian. B.S., Avila College; M.L.S., Emporia State University.

Karl J. Yehle (1996)
Director of Community Relations. B.J., University of Missouri-Columbia.

MEMBERS OF THE FULL-TIME FACULTY

Wendy Acker (1992)
Instructor of Business and Director of the MBA Program. B.S., Kansas State University; M.B.A., Avila College.

Janet Ahlstrom (1991-95, 1997)
Assistant Professor of Nursing. B.S.N., Avila College; M.S.N., University of Pennsylvania.

Eric Anderson (1993)
Assistant Professor of Physics. B.S., Ohio University; M.S., Ohio State University; Ph.D., Arizona State University.

Kim M. Anderson (1991)
Assistant Professor of Social Work. B.A., B.S., Iowa State University; M.S.S.W., University of Texas; Ph.D. Candidate, University of Kansas.

Lonna Boen (1994)
Assistant Professor of Nursing. B.S.N., South Dakota State University; M.S.N., University of Nebraska.

Cathy Bogart (1988)
Associate Professor of Psychology. B.A., Eastern Illinois University; M.A., University of Missouri-Kansas City; Ph.D., University of Kansas.

Brian Buckler (1996)
Assistant Professor in Business. B.S., M.B.A., Southwest Missouri State University; Ph.D., University of Texas.

Nancy Cervetti (1993)
Associate Professor of English. B.A., University of Iowa; M.A., Drake University; Ph.D., University of Iowa.

George A. Chrisman (1988)
Lecturer in Education and Curator of Thornhill Gallery. B.A., M.A., University of Missouri-Kansas City.

Linda Cleveland (1983)
Associate Professor of Chemistry. B.A., Coe College; Ph.D., University of Iowa.

Carol Coburn (1989)
Associate Professor of Education; Chairperson of Humanities Department. B.S., M.A., Kansas State University; Ph.D., University of Kansas.

Stephen Daggett (1993)
Assistant Professor of Biology. B.A., Oberlin College; Ph.D., Pennsylvania State University.

Edward Donovan (1973)
Professor Emeritus. B.S., Pembroke State College; M.S., Clemson University; Ph.D., Indiana State University.

Sister Marie Georgette Eschbacher (1962)
Professor of Education. B.A., Fontbonne College; M.A., St. John College; Ph.D., Catholic University of America.

Don Faurot (1997)
Assistant Professor of Mathematics. B.S., U.C.L.A.; M.S., California State University; Ph.D., University of Oregon.

Susan Fetsch (1994)
Associate Professor and Chairperson of the Department of Nursing. B.S.N., University of Kansas; M.S., University of Minnesota; Ph.D., University of Kansas.

Greg Fitch (1997)
Assistant Professor of Biology. B.S., M.S., Ph.D., Kansas State University.

Sister Rita Flaherty (1968)
Professor Emerita. B.A., Fontbonne College; M.A., St. Louis University.

Doris Ann Frede, C.P.A. (1988)
Assistant Professor of Business. B.S., M.A., Central Missouri State University.

Karen Garber (1995)
Assistant Professor of Education. B.A., Mid-American Nazarene University; M.A., Southern Nazarene University; Ph.D., University of Missouri-Kansas City.

Robert Gay (1982)
Professor of Business. B.A., M.A., University of Kansas; Ph.D., University of California-Los Angeles.

Fred Geer (1975)
Professor of Education and Psychology. B.S.E., M.S., Emporia State University; Ph.D., University of Kansas.

Judy Gibbs (1983)
Associate Professor of Business and Coordinator for Paralegal Program. B.A., Graceland College; J.D., University of Missouri-Kansas City.

Bonnie Givens, C.P.A. (1976)
Associate Professor of Business and Coordinator for Undergraduate Business/Economics Programs. B.S.B.A., Kansas State College of Pittsburg; M.S., University of Kansas.

Charlene Gould (1995)
Assistant Professor of Theater. B.S., Kansas State University; M.A., Wichita State University; Ph.D., University of Kansas.

Dotty Hamilton (1992)
Assistant Professor of Communication. B.A., University of Missouri; M.S., Webster University.

Roena L. Haynie (1989)
Associate Professor of Social Work and Chairperson of the Social Science Department. B.S., Cornell University; M.S.W., Ph.D., State University of New York at Buffalo.

Michele Hinds (1994)
Assistant Professor of Nursing. B.S.N., Washburn University; M.N., University of Kansas.

Elaine V. Hostetler, MT (ASCP) (1990)
Program Director and Assistant Professor of Medical Technology. B.S.M.T., Kansas State University; M.Ed., University of Illinois-Urbana.

Cynthia L. Hukill (1981)
Lecturer in Music. B.M., M.M., North Texas State University; D.M.A., University of Missouri-Kansas City.

Mary J. Hynes (1992)
Associate Professor of Theology. B.A., M.A., Ph.D., St. Louis University.

Steve Iliff (1995)
Assistant professor in Communication. B.A., Upper Iowa University; M.P.A., Ph.D., University of Missouri-Kansas City.

Patricia Jamerson (1995)
Assistant Professor in Nursing. B.S.N., University of Illinois; M.S.N., Saint Louis University; Ph.D., Candidate, University of Kansas.

Patrick Kopp (1986)
Assistant Professor of Computer Science. B.S., M.S., Northwest Missouri State University.

Susan M. Lawlor (1992)
Assistant Professor of Art. B.F.A., Kansas City Art Institute; M.F.A., Cranbrook Academy of Art.

Reulan Levin (1996)
Assistant Professor in Education. B.A., Luther College; M.A., Governors State University; Ed.S., University of Missouri-Kansas City; Ed.D., University of Kansas.

Beverly Lindsey (1972)
Professor Emerita. B.S.N., University of Missouri-Columbia; M.S., University of Colorado.

Sue Ellen McCalley (1993)
Assistant Professor in Education. B.S., Northwestern University; M.A., University of Missouri-Kansas City; Ph.D., University of Kansas.

Sister M. de LaSalle McKeon (1945)
Professor Emerita. B.M., Fontbonne College; M.M., DePaul University; Ph.D., University of Rochester.

Sister Germaine Matter (1946)
Professor Emerita. B.A., Fontbonne College; M.A., St. Louis University; Ph.D., Laval University, Quebec.

Ben Meade (1996)
Assistant Professor in Communication and Manager of the Production Studio. B.S., Central Missouri State University; M.L.A., Baker University.

Judy Munshower (1997)
Assistant Professor of Mathematics. B.A., College of St. Benedict; M.A. and Ph.D., Washington University.

Jeffrey Myers (1995)
Assistant Professor of History. B.A., Western Illinois University; M.A., Ph.D., University of Iowa.

Dona K. Neuman (1968)
Associate Professor of Sociology and Political Science. B.A., University of California; Ph.D. Candidate, Northwestern University.

Sister Irene Nieland (1996)
Assistant Professor in Nursing. B.S., Viterbo College; B.S.N., University of Northern Colorado; M.S.N., University of Colorado.

Brenda Patzel (1991)
Assistant Professor of Nursing. B.S.N., Washburn University; M.S.N., University of Kansas.

Robert Powell (1972)
Professor of Biology. B.A., University of Missouri-Columbia; M.A., University of Missouri-Kansas City; Ph.D., University of Missouri-Columbia.

Sister Margaret E. Reinhart (1945)
Professor Emerita. Artist-in-Residence. B.A., Fontbonne College; M.A., University of Missouri.

Sherry Schirmer (1994)
Assistant Professor of History. B.A., University of Kansas; M.A., University of Missouri-Kansas City, Ph.D., University of Kansas.

Mary E. Scott (1991)
Professor of English. B.A., Westminster College; M.A., Ph.D., Miami University.

Mark Seelbinder (1988)
Associate Professor of Chemistry. B.S., University of Kansas; Ph.D., University of Wisconsin.

John Shoenhair (1994)
Associate Professor of Economics. B.A., University of Colorado; M.S., Ph.D., Virginia Polytechnic Institute and State University.

Stephen Sirridge (1975)
Professor of Psychology. B.A., M.S., Ph.D., University of Kansas.

Laura L. Sloan (1986)
Professor and Chairperson of the Department of Education/Psychology. B.A., M.S., Ph.D., University of Missouri-Kansas City.

L. George Smith (1978)
Professor Emeritus. A.B., Ball State University; M.B.A., D.B.A., Indiana University.

Sister Martha Smith (1965)
Professor Emerita. B.A., Fontbonne College; M.A., Ph.D., St. Louis University.

Sister Ruth F. Stuckel (1966)
Associate Professor of Philosophy. B.A., Fontbonne College; M.A., Fordham University; M.A., University of Exeter; Ph.D. candidate; University of Kansas.

C. Larry Sullivan (1973)
Associate Professor of Chemistry and Chairperson of the Department of Natural and Allied Health Sciences and Mathematics. B.S., University of Pittsburgh; Ph.D., Case Western Reserve University.

Sister Ann Dominic Tassone (1963)
Professor of Mathematics. B.S., Fontbonne College; M.S., University of Notre Dame.

John Theis (1994)
Assistant Professor of Political Science. B.S., University of Tulsa; M.A., Oklahoma State University; Ph.D., University of Arizona.

Carole Urbanski, RT (ARRT) (1986)
Assistant Professor of Radiologic Sciences. Program Director in Radiologic Science. B.S.R.T., Avila College; M.S.Ed., Kansas State University.

Ann West (1995)
Lecturer in Education. B.S., Missouri Western; M.S., Northwest Missouri State University.

Stephanie Whisler (1995)
Instructor in Radiologic Technology. B.S.E., Central Missouri State University; M.S.Ed., Kansas State University.

Lori L. Whitsitt (1992)
Assistant Professor in Theater, and Director of Scenic Design and Technical Production. B.A., Central College; M.F.A., University of Nebraska-Lincoln.

David A. Wissmann (1979)
Professor of Sociology. B.A., University of Puget Sound; M.A., Ph.D., University of Arizona.

Richard Woodall (1994)
Professor and Chairperson for the Department of Business. B.A., University of South Florida; M.A., University of Iowa; D.A., Illinois State University.

Frank R. Yeatman (1985)
Professor of Psychology. B.A., Austin College; M.A., Ph.D., University of Illinois-Urbana.

MEMBERS OF THE ADJUNCT FACULTY

Randy Allen (1997)
Philosophy. B.A., William Jewell College; M.R.E., Midwestern Baptist Theological Seminary; M.Div., Midwestern Baptist Theological Seminary.

J. Richard Anderson (1996)
Business. B.S.B.A., M.B.A., Rockhurst College.

Deana Angotti (1996)
Education. B.A., M.A., University of Missouri-Kansas City.

Marci Aylward (1997)
Art. B.F.A., Kansas City Art Institute; M.F.A., Parsons School of Design.

Charles Beard (1979)
Music. B.M., DePauw University; M.M., Ohio State University; D.M.A., University of Missouri-Kansas City.

Debra S. Belt (1995)
English/Literature. B.A., Avila College; M.A., University of Missouri-Kansas City.

Linda M. Bird (1997)
Nursing. B.S., North Dakota State University; M.P.H., University of Minnesota.

Shari M. Blank (1997)
Avila Advantage Program. B.A., University of Michigan; J.D., University of Missouri-Kansas City.

Don Blythe (1997)
Business. B.S., M.B.A., University of Kansas.

Rebecca Briley (1997)
Art. B.F.A., M.F.A., University of North Carolina-Greensboro.

Richard A. Brose (1995)
Business. B.S., M.P.H., Dr.P.H., University of Pittsburgh.

Christine Brough (1995)
Business. B.A., Rockhurst College; M.,S., Texas Women's University; Ph.D. Candidate, University of Southern California.

Stephen Casurella (1997)
Music. B.A., Seattle Pacific University; M.M., University of Missouri-Kansas City Conservatory of Music.

Tammy S. Counts (1997)
Education. B.S., Emporia State University; M.S. Washburn University.

Tom B. Creamer (1997)
Art. B.S., Kansas State University; M.A., University of Kansas.

Marianne Crowley (1997)
Business. B.A., Ottawa University; M.A., Webster University.

Carol A. Cunningham (1997)
Biology. B.S., Avila College; M.N.S., Southeast Missouri State University.

Marjorie J. Duecy (1997)
Education. B.S., Pittsburg State University; M.S., Central Missouri State University.

Joseph English (1982)
Music. B.A., University of Missouri-Kansas City; B.A., University of Guadalajara, Mexico.

Elizabeth I. Evans (1990)
Pathophysiology. B.S., D.V.M., Kansas State University.

Charles E. Finch (1994)
Economics. B.A., M.B.A., University of Missouri-Kansas City; M.A., University of Kansas.

Michael George Fitzmorris (1994)
Business. B.A., Lewis and Clark College; M.I.M., American Graduate School of International Management (Thunderbird).

Robert Foulk (1995)
Theater. B.A., California State University-Long Beach; M.F.A., Florida State University.

Nancy J. Fryer (1990)
Business. B.S., M.B.A., Avila College.

Layne M. Funk (1996)
Education. B.S., Kansas State University; M.B.A., M.Ed., MidAmerica Nazarene College.

Douglas P. Giesler (1996)
Natural Science. B.S., University of Missouri-Columbia; M.A., University of Missouri-Kansas City.

Thomas Gouwens (1997)
Music. B.M., Hope College; M.M., University of Michigan.

Sandra S. Gray (1990)
Psychology. B.S., M.S., Central Missouri State University; Psy.D., Forest Institute of Professional Psychology.

Karen Green (1995)
Communication. B.S., M.S., St. Mary College-Kansas.

Kevin J. Growney (1997)
Avila Advantage Program. B.S., U.S. Naval Academy; M.B.A., Stanford University.

Jim Haas (1996)
Education. B.A., University of Akron; M.A., Ed.D., University of Kansas.

Frank P. Hamilton (1996)
Art. B.A., Hanover College; B.F.A., Kansas City Art Institute; M.F.A., University of Kansas.

Mary J. Hawver (1996)
Mathematics. B.S., M.A., Creighton University.

Allyson M. Hayward (1997)
Social Science. B.A., Park College; M.S.W., University of Kansas.

Beth Henkle (1987)
Mathematics. B.S., M.A., Emporia State University.

Donna Lou Hetler (1992)
Business. B.G.S., University of Michigan; M.B.A., Indiana University.

Ed Hight (1995)
Psychology. B.Ed., Washburn University-Topeka, KS; M.S., Kansas University.

Lori Hirons (1997)
Political Science. B.A., Baylor University; M.P.A., University of Kansas.

Timothy J. Hughes (1997)
Communication. B.A., Missouri Southern State College; M.A., Pittsburg State University.

Sr. Jeanne Janssen, CSJ (1997)
English. B.A., Fontbonne College; M.A., University of the Sacred Heart.

Sr. Barbara Jennings, CSJ (1996)
Theology. B.A., Fontbonne College; M.T.S., Catholic Theological Union.

Gayle L. Kallmann (1997)
Social Work. B.A., Drake University; M.S.W., University of Illinois at Chicago.

Marlene Katz (1997)
Communication. B.A., M.A., University of Missouri-Kansas City.

Laurent Laporte (1997)
Chemistry. B.S., Pennsylvania State University; M.A., Washington University; Ph.D., Washington University.

Donald Lennard (1995)
Business. B.S., Northeast Missouri State University; M.B.A., Avila College.

Linda P. Lentz (1997)
Psychology. B.S., Beaver College; M.Ed., Ed.D., Temple University.

John Lewis, Jr. (1997)
Business. B.A., Morehouse College; J.D., George Washington University.

Dennis Lowden (1997)
Avila Advantage Program. B.A., Regents College; M.A., University of Kansas.

Andrew (A.J.) Lutz, II (1993)
Business. B.S.B.A., Kansas State University; M.B.A., Avila College.

M.J. McLendon (1994)
English. B.A., Luther College; M.A., University of Northern Iowa; Ph.D., University of Kansas.

Kelly Vernon Mahon (1997)
Music. B.M., San Diego State University; M.M., M.L.S., Emporia State University; D.M.A., University of Kansas.

LaNor A. Maune (1997)
Communication. B.S., M.A., Southwest Missouri State College.

Angela Christine Lynas-Metzger (1995)
Mathematics. B.A., Avila College; M.S., University of Missouri.

Don Miller (1997)
Business. B.S., M.S., University of South Dakota.

Donald F. Miller (1997)
Chemistry. B.S., Taylor University; M.S., Purdue University.

Peggy Ann Miller (1996)
Nursing. B.A., B.S.N., M.S., University of Kansas.

Chuck Moore (1990)
Communication. B.S., Park College.

Derek Moorhead (1996)
Political Science. B.A., Avila College; J.D., University of Missouri-Kansas City.

Deborah A. Neal (1997)
Paralegal. B.A., Ohio State University; J.D., University of Missouri-Kansas City.

Stacy Overman (1997)
Biochemistry. B.A., Northwestern University; Ph.D., University of Missouri-Kansas City.

John Parmerlee (1997)
Biology, Computer Science. B.A., Avila College; M.S., Sul Ross State University.

Edward (Ed) Passman (1995)
Radiologic Technology. A.S., Penn Valley College; B.S., William Jewell College.

Aunna L. Peoples (1994)
Paralegal, B.S.B.A., J.D., Creighton University.

Nancy J. Petersen (1996)
Business. B.A., University of Missouri-Kansas City; M.B.A., Avila College.

Suzanne Petren (1997)
Psychology. B.A., Brandeis University; B.A., J.D., University of Missouri-Kansas City.

James F. Pettitt (1996)
Psychology. B.A., Pasadena College; M.S., Friends University.

Marilyn J. Powell (1997)
Psychology. B.A., Austin College; Ph.D., University of Kansas.

Nancy A. Premer (1994)
Art. B.A., M.A., University of Missouri-Kansas City.

Mark Pretzel (1990)
Music. B.M., M.M., University of Cincinnati; M.M., Bowling Green State University; D.M.A., University of Missouri-Kansas City.

Bruce M. Reid (1997)
Sociology. B.G.S., University of Kansas; M.A., Kansas State University.

Peter J. Reimers (1997)
Biology. B.S., Ph.D., Kansas State University.

Nora Ellen Richard (1997)
Communication. B.S., Education; M.A., University of Wyoming.

Judith Towse-Roberts (1996)
English. B.A., M.A., M.S., University of Missouri-Kansas City.

Anthony J. Romano (1994)
Business. B.S.B.A., Rockhurst College; J.D., University of Missouri.

Rebecca J. Roselli (1996)
Education. B.A., M.A., University of Missouri-Kansas City.

Mark Roselli (1997)
Business. B.A., Webster University; M.B.A., Avila College.

John Rudzinski (1994)
Music. B.M.E., Illinois Wesleyan University; M.M., Cincinnati Conservatory of Music.

Hugh H. Ryan (1997)
Social Science. B.S., M.P.A., J.D., University of Missouri-Kansas City.

Stan Salva (1991)
Business. B.S., University of Missouri-Columbia; M.B.A., Central Missouri State University.

John Sanders (1997)
Spanish. B.S., Rockhurst College; M.A., University of Missouri-Kansas City.

John F. Schario (1993)
Business. B.S., M.B.A., Rockhurst College.

Mary K. Schuele (1995)
Psychology. B.A., Benedictine College; M.A., Ph.D., University of Missouri-Kansas City.

Lori B. Schwartz (1990)
Psychology. B.A., University of Kansas; M.A., Ph.D., University of Missouri-Kansas City.

Harut Shahverdian (1995)
Business. B.A., Ph.D., Moscow Institute of Graphic Arts.

Douglas B. Sikkel (1997)
Social Work. B.S., Baker University; M.S.W., M.A., University of Kansas.

Stephen E. Sitler (1996)
Education. B.S., William Jewell College; M.S., University of Kansas.

Brian Staihr (1996)
Economics. B.A., University of Missouri; M.A., Ph.D., Washington University.

Lisa Ann Sugimoto (1993)
Fine Arts. B.F.A., California State University, Long Beach; M.F.A., University of Kansas.

Paul S. Sullivan (1995)
Business. B.S., Manhattan College; M.S., Fordham University; M.B.A., Avila College.

Nathan M. Sutton (1997)
Avila Advantage Program. B.S., William Jewell College; M.S., J.D., University of Missouri-Kansas City.

Greg Tolleson (1997)
Mathematics. B.A., Harding University; M.S., University of Arkansas.

Thomas Turner (1994)
Philosophy. B.A., Pontifical College Josephinum; M.A. (2), Catholic University of America.

Jennifer Marie Vanags (1997)
English. B.G.S., M.A., University of Kansas.

Douglas B. Vaughan (1997)
Psychology. B.A., Indiana University; M.A., Ph.D., Rosemead School of Psychology.

Tom Watson, III (1994)
Computer Science. B.S.E.E., M.S.E.E., M.S.N.E., University of Missouri-Columbia.

Greg Wegst (1992)
Social Science. B.A., Coe College; M.A., University of Kansas.

Kristana J. Weiler (1997)
Music. B.M., Coe College; M.M., University of Missouri-Kansas City.

Richard Wilson (1997)
Education. B.S., B.A., Rockhurst College; M.Ed., North Carolina State University.

Sharyl Keller Wright (1990)
Art. B.A., University of Kansas; M.A., University of Missouri-Kansas City.

Samantha K. Wyer (1995)
Theater. B.A., Missouri Southern State College; M.F.A., University of Missouri-Kansas City.

Karl J. Yehle (1986)
Communication. B.J., University of Missouri-Columbia.

Susan Zammar (1995)
Education. B.S., University of Missouri-Columbia; M.A.T., Webster University.

Graduate Faculty

FULL-TIME FACULTY

Wendy Acker (1992)
Instructor of Business and Director of the MBA Program. B.S., Kansas State University; M.B.A., Avila College.

Cathy Bogart (1988)
Associate Professor of Psychology. B.A., Eastern Illinois University; M.A., University of Missouri-Kansas City; Ph.D., University of Kansas.

Brian Buckler (1996)
Assistant Professor in Business. B.S., M.B.A., Southwest Missouri State University; Ph.D., University of Texas.

Sister Marie Georgette Eschbacher (1962)
Professor of Education. B.A., Fontbonne College; M.A., St. John College; Ph.D., Catholic University of America.

Doris Ann Frede, C.P.A. (1988)
Assistant Professor of Business. B.S., M.A., Central Missouri State University.

Karen Garber (1995)
Assistant Professor of Education. B.A., MidAmerica Nazarene University; M.A., Southern Nazarene University; Ph.D., University of Missouri-Kansas City.

Robert Gay (1982)
Professor of Business. B.A., M.A., University of Kansas; Ph.D., University of California-Los Angeles.

Fred Geer (1975)
Professor of Education and Psychology. B.S.E., M.S., Emporia State University; Ph.D., University of Kansas.

Judy Gibbs (1983)
Associate Professor of Business and Coordinator for Paralegal Program. B.A., Graceland College; J.D., University of Missouri-Kansas City.

Bonnie Givens, C.P.A. (1976)
Associate Professor of Business and Coordinator for Undergraduate Business/Economics Programs. B.S.B.A., Kansas State College of Pittsburg; M.S., University of Kansas.

Reulan Levin (1996)
Education. B.A., Luther College; M.A., Governors State University; Ed.S., University of Missouri-Kansas City; Ed.D., University of Kansas.

Sue Ellen McCalley (1993)
Assistant Professor in Education. B.S., Northwestern University; M.A., University of Missouri-Kansas City; Ph.D., University of Kansas.

John Shoenhair (1994)
Associate Professor of Economics. B.A., University of Colorado; M.S., Ph.D., Virginia Polytechnic Institute and State University.

Stephen Sirridge (1975)
Professor of Psychology. B.A., M.S., Ph.D., University of Kansas.

Laura L. Sloan (1986)
Professor and Chairperson of the Department of Education/Psychology. B.A., M.S., Ph.D., University of Missouri-Kansas City.

L. George Smith (1978)
Professor Emeritus. A.B., Ball State University; M.B.A., D.B.A., Indiana University.

Richard Woodall (1994)
Professor and Chairperson for the Department of Business. B.A., University of South Florida; M.A., University of Iowa; D.A., Illinois State University.

Frank R. Yeatman (1985)
Professor of Psychology, B.A., Austin College; M.A., Ph.D., University of Illinois-Urbana.

ADJUNCT FACULTY

BUSINESS

J. Richard Anderson (1996)
Business. B.S., B.A., M.B.S., Rockhurst College.

Richard A. Brose (1995)
Business. B.S., M.P.H., Dr.P.H., University of Pittsburgh.

Christine Brough (1995)
Business. B.A., Rockhurst College; M.S., Texas Women's University; Ph.D. Candidate, University of Southern California.

Charles E. Finch (1994)
Economics. B.A., M.B.A., University of Missouri-Kansas City; M.A., University of Kansas.

Nancy J. Fryer (1990)
Business. B.S., M.B.A., Avila College.

Craig A. Husting (1993)
Business. B.A. Benedictine College; M.B.A., University of Notre Dame.

Andrew (A.J.) Lutz, II (1993)
Business. B.S.B.A., Kansas State University; M.B.A., Avila College.

Don Miller (1997)
Business. B.S., M.S., University of South Dakota.

Nancy J. Peterson (1993)
Business. B.A., University of Missouri-Kansas City; M.B.A., Avila College.

John F. Schario (1993)
Business. B.S., M.B.A., Rockhurst College.

EDUCATION/PSYCHOLOGY

Jim Haas (1996)
Education. B.A., University of Kansas; M.A., Ed.D., University of Kansas.

Marilyn Powell (1997)
Psychology. B.A., Austin college; Ph.D., University of Kansas.

Mary Schuele (1995)
Psychology. B.A., Benedictine College; M.A., Ph.D., University of Missouri-Kansas City.

Lori B. Schwartz (1990)
Psychology. B.A., University of Kansas; M.A., Ph.D., University of Missouri-Kansas City.

Cheryl Tucker (1993)
Psychology. B.A., Park College; M.S., Avila College.

MEMBERS OF THE ALLIED HEALTH ADJUNCT FACULTY

Mary E. Adams (1994)
Medical Technology. M.D., University of Kansas.

Shery Bellafiore (1995)
Radiologic Technology.

Gail Brown (1997)
Medical Technology. B.S.M.T, Kansas State University.

Pam Brunk (1992)
Medical Technology. A.A., Des Moines Area Community College.

Carmen C. Chico (1977)
Medical Technology. B.S., Centro Escolar University, Manila, Philippines.

Janine Cisek (1996)
Medical Technology. B.S.M.T., Avila College.

Gary Cohen (1996)
Ultrasound. M.D.

Katie Connor (1997)
Medical Technology. B.S., University of Missouri-Kansas City.

Evelyn Cruz-Puno (1995)
Medical Technology. B.S., Philippines Women's University, Manilla, Philippines.

Julianna T. Drees (1988)
Medical Technology. B.S., University of Missouri-Kansas City.

Arthur Elman (1985)
Radiation Therapy Technology. M.D., Marquette School of Medicine.

Teresita Ferguson (1995)
Medical Technology. B.S., Philippines Women's University, Manilla, Philippines.

Suzanne Fischer (1991)
Medical Technology. B.S., University of Wisconsin.

Elizabeth Friedman (1997)
Medical Technology. M.D., University of Witwatersrand Medical School, Johannesburg, South Africa.

Thomas J. Fritzlen (1988)
Medical Technology. M.D., University of Kansas.

Bertrand Gallet (1996)
Ultrasound. M.D., University of Miami.

Wendy H. Garcia (1988)
Medical Technology. B.S., St. Mary's College.

Cheryl Gerhardt (1977)
Medical Technology. B.S.M.T., Kansas State University.

Jan Goodwin (1986)
Medical Technology. B.S.A.H., Ohio State University.

Jan Graham (1983)
Medical Technology. B.S.M.T., University of Missouri-Kansas City.

Emma Johnson (1992)
Medical Technology. B.S., M.Ed., University of Missouri-Kansas City

Judy Keith (1992)
Medical Technology. B.S., University of Missouri.

Spencer W. Kerley (1991)
Medical Director of the Medical Technology Program. M.D., University of Kansas.

Meya L. Kindred (1997)
Medical Technology. M.D., University of Kansas Medical School

Patricia Korphage (1997)
Medical Technology. B.S.M.T., Wichita State University.

Mary Kowalski (1985)
Medical Technology. B.S., University of Missouri-Kansas City.

Therese A. Kubayko (1992)
Medical Technology. B.S.M.T., B.A., Avila College.

J. Parker Labach (1982)
Medical Technology. M.D., University of Kentucky.

Diane Lauber (1995)
Medical Technology. B.S.M.T., Avila College.

Tamra Lindsey (1997)
Medical Technology. B.S., University of Missouri-Kansas City.

Kristi Littleton (1995)
Radiologic Technology. B.S.R.T., Avila College.

James P. McCullough (1994)
Medical Technology. M.D., University of Kansas.

Leslie K. Miller (1991)
B.A., M.D., University of Missouri-Kansas City.

Maureen E. Miller (1991)
B.A., M.S., Indiana University of South Bend.

Lisa G. Muha (1990)
Medical Technology. B.S.M.T., University of Missouri-Kansas City.

Jeanette M. Mumm (1990)
Medical Technology. B.S.M.T., Avila College.

Lissa O'Donnell (1992)
Medical Technology. B.A., University of Kansas.

Brenda O'Shea (1983)
Medical Technology. B.S.M.T., Avila College.

Edward (Ed) Passman (1995)
Radiologic Technology. B.S., William Jewell College; A.S., Penn Valley College.

Diane Reed (1990)
Medical Technology. B.S., Fort Hays State University.

David K. Roberts (1991)
Medical Technology. Ph.D., Texas A & M University.

Fred F. Roberts (1992)
Associate Professor and Medical Director of Radiologic Science. M.D., Western Reserve.

Thomas F. Ruhlen (1981)
Medical Technology. M.D., University of Kansas.

Marcia Russ (1981)
Medical Technology. B.S.M.T., Avila College.

Shelly Schubert (1997)
Medical Technology. B.S.M.T., B.S., Avila College.

Sandra J. Schupbach (1990)
Medical Technology. B.S., McKendree University; M.S., College of St. Rose.

Linda Siders (1997)
Medical Technology. B.S.M.T., Kansas State University.

Tamara Stuhlman-Figge (1997)
Medical Technology. B.S.M.T., Avila College.

Theresa Taylor (1987)
Medical Technology. B.S.M.T., Avila College.

Myra Troutwine (1992)
Instructor in Radiation Therapy. Program Director in Radiation Therapy, St. Luke's Hospital. B.S.R.T., Avila College.

Angela A. Villanueva (1976)
Medical Technology. M.D., University of Philippines.

Ronald Weis
Medical Adviser, Radiography Program.

MEMBERS OF THE SOCIAL WORK ADJUNCT FACULTY

Laurie Adams
State of Kansas
Kansas Department of Corrections

Carol Bahmueller, MSW
Central Kansas City Mental Health Services

Joe Carins, LCSW
Truman Medical Center East

Robert Cole, ASAS
Division of Aging

Marynell Cromwell, LBSW, MSW
Kansas City Presbyterian Manor

Cheryl Daugherty, BSW
Dept. of Social Services
Division of Aging

Debbie Farley, BSW
MO Probation & Parole

Sandee Feuerborn, LMSW
Johnson Co. Mental Health

Will Gammill
Gillis Center

Karen Hauser, LPC, Ph.D.
Catholic Charities

Dave Janssens, LCSW
Gillis Center

Pat Klasinski, BSW
Salvation Army

Sharon Little, BSW
Samuel Rodgers Community

Marla Luke LSCSW
Heart of America Adoption Center, Inc.

Jim Mooney, MSW
Circuit Court of Jackson County
Family Court Division

Bonnie Oberlechner, MS
Dept. of Social Services
Division of Aging

Dennis Pearson
Area I Juvenile Probation

Jim Prasser
MO Probation & Parole

Vickie Riddle, ACSW, LSCSW
Catholic Charities

Stacy Rope, MSW
Public Administrator's Office

Betty Sheldon, BSW
Sheffield Place

Betty Shirel, MSW
Children's Mercy

Shirley Stewart, MSW, LCSW
Harrisonville, MO

Eva Williams, LCSW
Truman Medical Center-West

Rosalyn Wilson
Division of Family Services
Jackson CO

Holly Wilson
Truman Medical Center East

Colleges Sponsored by the Sisters of St. Joseph of Carondelet

Avila College
Kansas City, Missouri

Fontbonne College
St. Louis, Missouri

Mount St. Mary's College
Los Angeles, California

The College of St. Catherine
St. Paul, Minnesota

The College of Saint Rose
Albany, New York

St. Mary's Junior College
Minneapolis, Minnesota

Addresses for Accrediting Agencies:

National League for Nursing Accrediting Commission
350 Hudson Street
New York, NY 10014
212-989-9393

Joint Review Committee on Education in Radiologic Technology
20 N. Wacker Drive
Suite 900
Chicago, IL 60606-2901

National Accrediting Agency for Clinical Laboratory Science
8410 W. Bryn Mawr Avenue
Suite 670
Chicago, IL 60631

ABA Approval Commission
750 N. Lake Shore Drive
Chicago, IL 60611

Council of Social Work Education
1600 Duke Street, Suite 300
Alexandria, VA 22314

Robert E. Bartman, Commissioner of Education - Department of Elementary and Secondary Education
Missouri State Board of Education
P.O. Box 480
Jefferson City, MO 65102-0488

Dr. Andy Tompkins, Commissioner of Education - Kansas Department of Education
120 SE 10th Street
Topeka, KS 66612

INDEX

Academic Advising 54
Academic Calendar 4
Academic Honesty 55
Academic Honors 58
Academic Policies and Procedures . . . 52, 154
Academic Programs 44
Academic Requirements 24
Accounting Major 69
Accreditation 11
Accrediting Agencies, Addresses 186
Adding a Course 54
Adjunct Faculty 178
Administrative Officers/Staff 172
Admission Information 30
Admissions Policies and Procedures 24
Advanced Placement 49
Alumni Association 18
Anthropology Minor 71
Appeals Procedure, Grades 58
Application Procedure 24
Art Major 72
Art Therapy 72
Assessment Program 68
Athletic Programs 20
Athletic and Recreational Facilities 20
Attendance 55
Audit 56
Avila Advantage Program 30, 47
Awards 20

Bachelor of Art 72
Bachelor of Art in Communication 84
Bachelor of Art in English 98
Bachelor of Art in General Studies 102
Bachelor of Art in History 106
Bachelor of Art in Mathematics 113
Bachelor of Art in Music 119
Bachelor of Art in Natural Science 121
Bachelor of Art in Political Science 129
Bachelor of Art in Psychology 132
Bachelor of Art in Sociology 142
Bachelor of Art in Theater 145
Bachelor of Art in Theology 148
Bachelor of Fine Art in Theater 145
Bachelor of Science in Accounting 69
Bachelor of Science in Biology 75
Bachelor of Science in Business Administration 78
Bachelor of Science in Chemistry 82
Bachelor of Science in Education 90
Bachelor of Science in Computer Science/Mathematics 87
Bachelor of Science in Medical Technology 116
Bachelor of Science in Nursing 123
Bachelor of Science in Paralegal 111
Bachelor of Science in Premedicine 132
Bachelor of Science in Radiologic Technology 135
Bachelor of Social Work 139
Biology Major 75
Board of Counselors 172
Board of Trustees 172
Bookstore 18
Business Administration Major 78

Catalog Students Must Follow 52
Campus Buildings 8
Campus Life 15
Campus Ministry 18
Campus Visits 30
Career Services 16
Change of Program 55
Cheating/Plagiarism 55
Chemistry Major 82
Child Care 17
Classes for Audit 56
Code of Conduct 21
College Campus 8
College Curriculum 62
College Level Exam Program (CLEP) 49
College Skills 16
College-Wide Outcomes 63
Communication Intensive Skills 62
Communication Major 84
Computer Facilities 10
Computer Literacy 63
Computer Science/Mathematics Major 87
Continuing Education 50
Cooperative Programs 48
Core Curriculum 64
Correspondence Credit 50
Counseling Service 16
Course Descriptions 69
Course Numbering System 60
Course Off Campus 53
Credit Balance Refunds 35
Credit Cards 31
Credit Hours 56
Credit/No Credit 56
Credit Options, Non-Traditional 49
Credits, High School 25

Dean's List 58
Deferred Payment Plan 33
Degree, Application for 58
Degree Requirements 59
Departmental Exams 49
disAbled Student Services 18
Dismissal 57
Double Major 59
Dropping a Course 55
Dual Enrollment 30, 48

Economics Minor 89
Education Major 90
English Major 98
English Placement 52
Enrichment Studies 29
ESL Studies 101
Exceptions 54
Executive Officers 173
Expenses, General 31
Experiential Learning Credit 50

Faculty 10
Fees 31
Fine Arts 19
Financial Assistance 31, 38
Financial Awards 39
Foreign Language Placement 52
Freshmen Admissions 25
Freshmen Requirements 25
Freshman Seminar Course 102
Full-Time Faculty 175

General Information 5
General Studies Major 102
Geography Course 103
German Courses 103
Gerontological Studies Minor 103
Grade Appeal 58
Grade Points 56
Grade Reports 56
Grading System 56
Graduate Degree Programs 45
Graduate Faculty 182
Graduate Programs/Courses 153
Graduate Students 30
Graduation Application 58
Graduation Honors 58
Graduation Requirements 59
Grants 40
Graphic Design 72
Guaranteed Tuition 31

Health Courses 106
Health and Child Services 17
Higher Level Thinking Skills 62
History Major 106
History of Avila College 7
Honor Roll 58
Honor Societies 59
Honors 20, 58

Identification Cards 22
Incomplete 56
Independent Study - Graduate Students . . 156
Information Technology Usage Policy 13
Intensive Language and Culture Programs (ILCP) International Students 17, 27
Intercollegiate Athletics 20
Interdisciplinary Studies 109
International Baccalaureate Program 50
International Admissions 26
International Students 26
Introduction to Avila 6

KCASE Exchange Students 29, 48

Legal Studies Courses (see Paralegal major) 111
Library 9
Literary Magazine (Scop) 19
Loans 41

Majors 44
Master of Business Administration 161
Master of Science in Education 165
Master of Science in Counseling Psychology 167
Mathematical Competency 63
Mathematics Placement 52
Mathematics Major 113
Mathematics/Computer Science Major 87
Medical Technology Major 116
Memberships 11
Middle School Major 92
Military Credit 50
Minors 45, 60
Mission Statement 6
Montessori School 18
Motor Vehicles and Parking 21
Music Major 119

National Federation of Carondelet Colleges 185
Natural Science Major 121
Non-Credit Program 35

Non-Discriminatory Policy. 12
Non-Degree Seeking Students 28
Nursing Major 123
Nursing Program, Re-admission to. 125

Paralegal Major (see Legal Studies courses) 111
Parking 21
Payment of Accounts 32
Performing Arts 146
Permission to Attend Another College 54
Personal Property Losses 22
Philosophy Minor. 127
Philosophy of the College 8
Physics Courses 128
Placement Examinations 52
Policies, Campus 12
Political Science Major 129
Prelaw Courses 132
Premedical Major. 132
Probation and Dismissal. 57
Provisional Admission 29
Publications 19
Purposes of the College 6
Psychology Major 132

Radiologic Science Major 135
Re-admit Students 26
Refund Appeal Policy 36
Refund Policy 33
Registration 54
Release of Student Information 57
Repeated Course Work. 55
Residence Halls 16
Residence Halls, Refund Policy 36
Residence Requirement 21
Right to Know/Campus Security 13

Scholarships. 40
Second Degree. 60
Secondary Education Minor. 91
Sexual Harassment Policy 12
Social Work Major. 139
Sociology Major 142
Spanish Courses. 145
Special Education Major 92
State and Federal Programs 41
Student Affairs. 16
Student Body 10
Student Clubs and Organizations 19
Student Conduct. 21
Student Development. 19
Student Exchange 48
Student Honors 20
Student I.D. Cards 22
Student Load and Classification. 53
Student Newspaper 19
Student Policies 21
Student Publications. 19
Student Residence Requirement. 21
Student Responsibility for Degree Completion. 54
Student Senate 19
Student Services. 16
Study Enrichment Tours. 48
Study Tour Courses 145
Substance Abuse 13

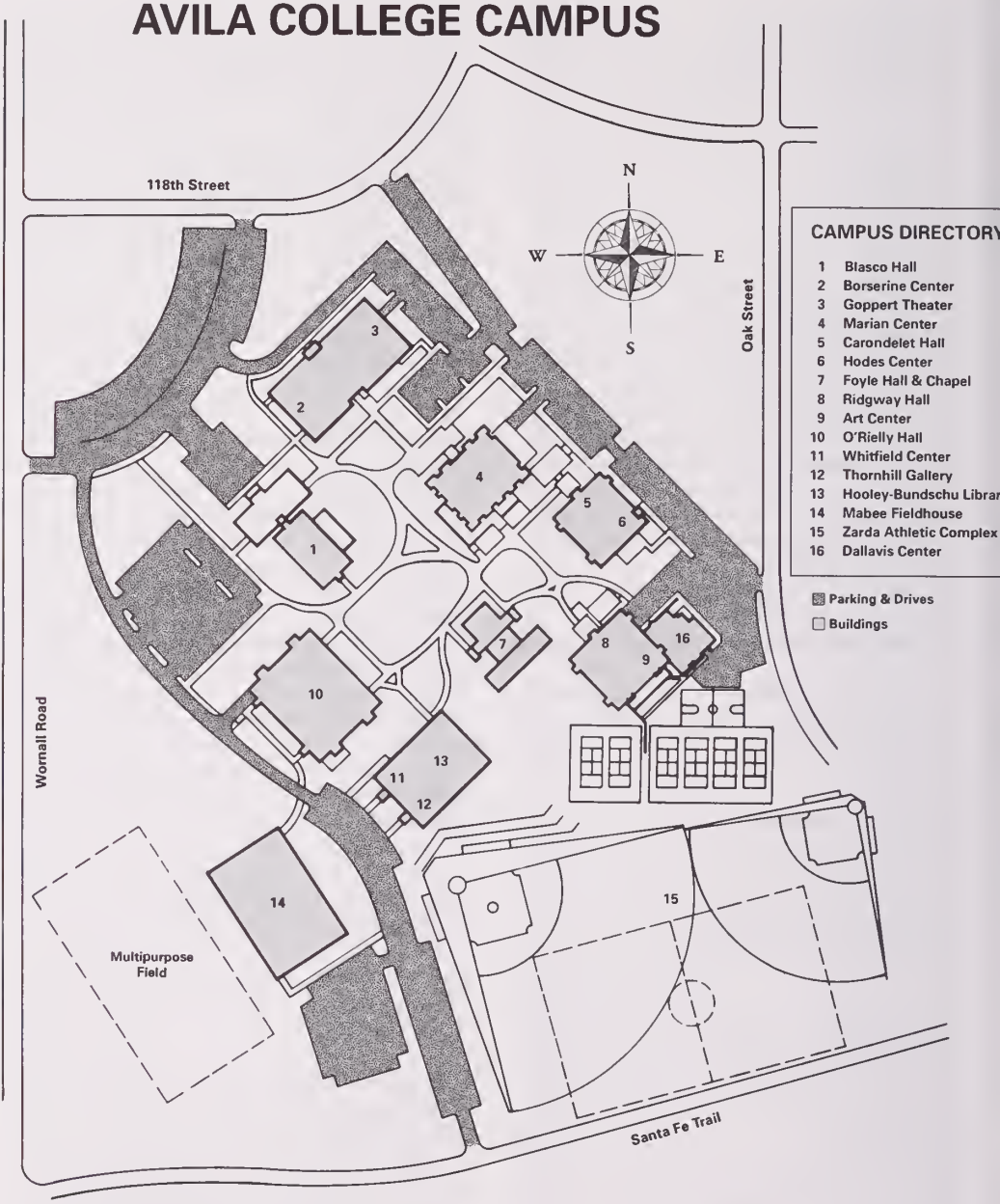
Table of Contents. 3
Teacher Certification 27
Theater Major 145
Theology Major. 148
Timeframe for Graduate Degree Completion. 154
TOEFL 27
Transcripts. 57
Transfer Credits 52
Transfer Credits-Graduate Students 155
Transfer Evaluation, Fees. 53
Transfer Policies 53
Transfer Students. 26
Tuition. 31
Tuition, Special 32
Tuition Adjustment. 34
Tuition Deposit 32
Tuition Refunds 33

Undergraduate Programs/Courses. 61
Unified Science Education 93

Value Statement 7
Visiting Students 29
Voice Courses 120

Washington Center. 48
Washington Center Courses 150
Weekend Classes 46
Weekend Options. 46
Weekend Policies (Weekend Intensives and Saturday classes). 46
Wellness, Recreational and Intramural Programming 20
Withdrawal. 34, 55
Women's Studies Courses 150

AVILA COLLEGE CAMPUS



Creating Pathways to Success

• Since 1916 •

11901 Wornall • Kansas City, MO 64145

1-800-GO-AVILA • (816) 942-8400

©1998 Avila College • ACA-042-97/3500

Contents, requirements and programs subject to change.